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ABSTRACT

These classroom guides, designed to accompany the daily CNN (Cable News Network) Newsroom broadcasts for the month of March 2002, provide program rundowns, suggestions for class activities and discussion, student handouts, and a list of related news terms. Lead stories include: the U.S. expands the War on Terrorism into the Republic of Georgia and the Philippines (March 1); American military action in Afghanistan intensifies and the U.S. enhances its humanitarian assistance to Afghanistan, eight U.S. servicemen die in Operation Anaconda, Egypt's President Mubarak seeks to revive peace talks in the Middle East, Zimbabwe's president changes his country's election rules, and report on Operation Anaconda (March 4-8); Operation Anaconda continues 6 months after the attacks of September 11, President Bush commemorates 6 months since the attacks of September 11, Vice President Cheney begins his tour of the Middle East, the U.N. Security Council votes to endorse a Palestinian state, and Anthony Zinni's mission in the Mideast is "a tall order" (March 11-15); Israeli-Palestinian violence overshadows Vice President Cheney's Mideast tour, Israel agrees to withdraw troops from Palestinian occupied areas, the Bush Administration changes its stance on the Mideast conflict, a global effort to stamp out poverty gets underway in Mexico, and President Bush leaves for meetings with Latin American leaders (March 18-22); President Bush wraps up his meetings with Latin American leaders, Halle Berry and Denzel Washington make Oscar history, thousands are feared dead as a result of an earthquake in Afghanistan, the Arab League Summit gets off to a rocky start, and Arab leaders adopt the Saudi peace plan (March 25-29). (AEF)

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CNN Newsroom Classroom Guides, March 2002

By: Turner Learning, Inc.

M. Stevens

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CNN NEWSROOM Guide

March 01, 2002

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---------- PROGRAM RUNDOWN ----------

STORY ...SEGMENT...PROGRAM

CNN NEWSROOM OPEN ... 00:10... 00:10

TODAY'S NEWS ... 00:10...00:20

CNN STUDENT NEWS ... 00:10...00:30
Today's top stories

Lead Story: Target Terrorism ... 05:50...06:20
The U.S. expands the War on Terrorism into the Republic of Georgia and the Philippines.

In the Headlines ... 02:40...09:00
Detainees at Camp X-Ray will be moved to a new facility.

News Focus: The Promise of Spring ... 03:20...12:20
Rainfall and a planting program may save Afghanistan from the grip of its four-year drought.

Chronicle: Extreme Mike ... 03:30...15:50
They call this gutsy guy "Extreme Mike."

CNN STUDENT NEWS PERSPECTIVES ... 00:10...16:00
Daily Reports, features, and today's CNN Student Bureau story

Perspectives: Cicely Tyson ... 03:10...19:10
Actress Cicely Tyson receives a Trumpet Award.

Week in Review: Enron ... 04:10...23:20
CNN Student News' Joel Hochmuth reviews this week's Enron hearings.

Student Bureau ... 02:40...26:00
Sirr Parker has achieved greatness over great odds.

Where in the World? ... 01:00...27:00
Answer: the Philippines

CNN NEWSROOM CLOSE ... 01:00... 28:00

---------- CNN NEWSROOM STORIES ----------

CNN NEWSROOM OPEN

TODAY'S NEWS

Lead Story: Target Terrorism

1. Where is the Republic of Georgia? What role will U.S. troops soon have there? What groups have turned this country's Pankisi Gorge region into "a hotbed of instability"?

2. Who is the current president of the Republic of Georgia? Who has been exerting pressure on President Eduard Shevardnadze to bring order to the Pankisi Gorge? What is President Shevardnadze's view of American involvement in this region? How does the Russian government feel about American involvement there?

3. Where is the Philippine government fighting a war against terrorism? What dangers do the U.S. troops there encounter as they travel to this island? What happened to one group of U.S. servicemen on its way to Basilan a week ago? How did the incident affect the remaining special forces there? Why is much of their time spent explaining their presence to local residents? What other "civic action" are U.S. troops undertaking to improve their public relations among the local population?

4. Divide students into two groups. Assign one group the Philippines and the other the Republic of Georgia. Pose the following questions to guide groups' research into their respective countries:
   - What type of government can be found in this country?
   - What groups are in active conflict with the government of the country?
   - What is the role of the U.S. military in the country?
   - What is the government's response to the U.S. military presence in the country?
   - What might the country gain from mutual cooperation with the United States?
   - What political and economic factors do you think might have influenced the government's decision to support the U.S.-led War on Terrorism?
   - Are there any political downsides to cooperation between the country and the United States? Explain.

   Have students share their findings. Ask: What is the country's position in the War on Terrorism? What factors might provide incentives for each country to support or oppose the U.S. -led War on Terrorism? What do you think neighboring countries think of U.S. involvement in each case? Discuss.

5. Teachers: Please visit this site for a related CNNstudentnews.com story and educational materials: http://fyi.cnn.com/2002/fyi/news/02/28/georgia.phil/index.html.

LINKS:
http://fyi.cnn.com/2002/WORLD/europe/02/28/georgia/index.html
http://fyi.cnn.com/2002/WORLD/europe/02/27/georgia.chechnya/index.html?related
http://www.time.com/time/world/article/0,8599,213413,00.html

In the Headlines: Guantanamo Bay

1. Where is Camp X-Ray? Who is being held there? Why are many of the detainees at Camp X-Ray on a hunger strike?

2. When are the 300 detainees expected to be moved to a new facility? Where is "Radio Range"? How will this new facility be different from Camp X-Ray? In what way will the new facility be more efficient than the one currently in use? What will become of Camp X-Ray? Why do you think U.S. officials are not discussing long-range plans for the detainees?

3. Teachers: Visit these two CNNstudentnews.com sites for related stories on Guantanamo Bay and the detainees:
http://www.cnn.com/2002/fyi/news/01/23/gitmo.detainees/ and
http://www.cnn.com/2002/fyi/news/01/07/cuba/index.html.

LINKS:
http://fyi.cnn.com/2002/WORLD/americas/02/10/ret.guantanamo.detainees/
http://news.bbc.co.uk/hi/english/world/americas/newsid_1773000/1773140.stm

News Focus: The Promise of Spring

1. What natural disaster has recently forced many Afghans from their homes? Why are many now leaving the camps of displaced people? For what kind of program are these families volunteering? How soon do they need to be home to plant their crops?

2. Why are aid officials worried about the possibility of a "wrong message" from this pilot program? Why are many residents of the camp unwilling to leave? Do you think their concerns about security are valid? Explain. In your opinion, what should the international community do to reassure the displaced Afghans?

3. How has Afghanistan's drought affected the country and its people? Have students work in groups to research the social, economic and environmental effects of Afghanistan's four-year drought. Acting as a team of advisers to Afghanistan's interim government, have each group create a plan of action for Afghanistan to recover from the drought's effects.

4. Teachers: Your students may want to explore these related activities from Riverdeep.net:
"When the tap runs dry":
http://www.riverdeep.net/current/2000/10/102600_water.jhtml and
"U.S. drought continues?":
http://www.riverdeep.net/current/2000/05/front.170500.drought.jhtml.

LINKS:
http://cbc.ca/cgi-bin/templates/view.cgi?/news/2001/07/05/afghan_drought010705
http://iafrica.com/news/worldnews/244699.htm
http://www.disasterrelief.org/Disasters/000705afghanistan/

Chronicle: Extreme Mike

1. Who is Mike McKeller? By what nickname is he known? What is the origin of this nickname? What is Extreme Mike's philosophy?

2. Has Mike always been in a wheelchair? Explain. How has his positive mental attitude become his

strength? Why does Mike willingly share his life story with others? How does he use his experiences to help other people?

3. What dream of Mike's recently became a reality? How does Extreme Mike see fear as "a tool"? How does Mike conquer fear?

4. Posted on Extreme Mike's Web site is this quote from Walter Bagehot: "The greatest pleasure in life is doing what people say you cannot do." What do you think this means? What do you think drives Mike to do what others might say he cannot do? Is there anything that people might say you cannot do? If so, would you get pleasure from proving them wrong? Explain.

LINKS:
http://www.extrememike.com/

Perspectives: Cicely Tyson

1. What are the Trumpet Awards? Who created them? How did they originate? What is the goal of these awards? Who is Cicely Tyson? With which of the Trumpet Awards was she honored? Why do so many people hold her in such high esteem?

2. Refer students to multimedia resources to learn more about Cicely Tyson. Pose the following questions to guide students' research:
   - What experiences did Tyson have when growing up that prepared her for her career in film and theater?
   - What are some of Tyson's accomplishments and achievements in the world of entertainment, in film, television and theater?
   - What are some awards and honors she has achieved?
   - What causes has she championed that have promoted people's rights and freedoms?
   - How did her career and the roles she played further the principles of the American Civil Rights Movement and advance humanitarian causes?

   After students present their research, direct them to write scripts that could have been used at the Trumpet Awards ceremony as either Tyson's acceptance speech or the presenter's speech.

3. According to the video, Tyson regards her career as a vehicle for enlightening Americans and the world about the contributions of African Americans. What does she mean when she says of her role as an actress, " Cicely, you cannot afford the luxury of just being an actress! I knew there were a number of issues that I had to address, and I used my career as my platform"? Discuss. Direct students to the Web sites below and multimedia resources to learn about Tyson's films in which she played positive roles that counteracted the demeaning roles in which African Americans had been cast. Ask: How did Tyson's films challenge the stereotypes and caricatures of African Americans and provide opportunities for artists in succeeding generations? Discuss how her career as an actress impacted American film and theater.

4. Lead a class discussion on the following question: Why is studying about the lives and careers of influential people a valuable learning experience for your future lives and career choices? How might Tyson's story impact students' future educational goals and career choices? Direct students to the Web sites below and other resources to research the qualifications needed for pursuing a career in film and related fields. Then, ask: Would you be interested in a career in the entertainment world? Why or why not?

5. Have students do an inventory of their interests and talents to determine if they are suited to pursuing a career in the film industry and related fields. Direct students to record their findings in a career planning portfolio. Ask: What experiences in your school and community might prepare you for a career in film or theater? Discuss.

6. Point out to students that the Trumpet Awards salute the outstanding achievements of individuals who have distinguished themselves in the fields of politics, medicine, law, business, sports and entertainment. Ask: Are there well-known individuals in these fields whom you regard as role models? What influence might these people have on your future life and the lives of your peers? Do you think that admiring a person's accomplishments is motivation for shaping your own career? Explain. Have each student select a contemporary figure in any of the fields above and write a letter to the selection committee of the Trumpet Awards advocating for that person as a potential recipient of a 2003 Trumpet Award.

LINKS:
http://www.trumpetawards.com/
http://www.accessatlanta.com/ajc/living/trumpet/image1.html
http://www.eonline.com/Facts/People/0,12,15921,00.html
http://www.videoflicks.com/Contrib/1015/1015807.htm
http://www.blockbuster.com/bb/person/details/0,7621,BIO-P+72317,00.html
http://www.entertainmentcareers.net/week/
http://www.actingatoz.com/
http://www.sag.org/wannabefaqs.html

Week in Review: Enron

1. Which Enron executives testified before Congress this week? Who is Jeffrey Skilling? Why does he believe that the hearings so far "should be cause for concern of every American"? For how long did Skilling head Enron? When and why did he resign? What does he claim was the status of the company when he left?

2. Who is Sherron Watkins? How does her assessment of Enron's situation differ from that of Jeffrey Skilling's? Why were the lawmakers skeptical of Skilling's claim that he didn't know the company was in trouble?

3. What will likely happen next in the Enron case? How could the Enron case have an impact on future legislation? According to the video, what lies ahead for Jeffrey Skilling?

4. Point out to students that, in the video, Jeffrey Skilling says, "Common decency suggests that I be treated as innocent until proven otherwise. Common sense suggests accusations made now, before the facts are in, are likely to be wrong." We also hear in the video that, "Answers like that left lawmakers frustrated." Ask students: If you were a senator present at this hearing, how might you have responded to Skilling? Discuss.

5. Teachers: Consult these CNNstudentnews.com sites for related Enron stories and educational materials:
http://fyi.cnn.com/2002/fyi/news/01/16/backgrounder.enron/index.html and
http://www.cnn.com/2002/fyi/lesson.plans/02/04/enron.lay/.

LINKS:

http://money.cnn.com/

Student Bureau: Sirr Parker

1. Who is Sirr Parker? Where did he grow up? Why did his mother give him the first name "Sirr"? What kind of childhood did he have? Where did he attend college? What responsibility did he take on early in his life? What have been some of his achievements and awards? What is the title of the movie that tells the story of his life? Who will play Sirr in this movie?

2. Sirr Parker's story is an inspirational one of hope and perseverance. Some have called Parker a hero for today's students. Ask students if they agree with this categorization. Challenge students to find and read the stories of other young African Americans whose stories can inspire all youth. Have students share what they have read with the class.

LINKS:
http://bengals.enquirer.com/2000/08/19/ben_bengals_life.html
http://sportsillustrated.cnn.com/football/nfl/players/5430/

EDITOR'S NOTE:
War on Terrorism
Republic of Georgia
Philippines
detainees
drought
Extreme Mike
Cicely Tyson
Sirr Parker

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CNN NEWSROOM Guide

March 04, 2002

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---------- PROGRAM RUNDOWN ----------

STORY ...SEGMENT...PROGRAM

CNN NEWSROOM OPEN ... 00:15... 00:15

TODAY'S NEWS ... 00:35...00:50

CNN STUDENT NEWS ... 00:10...01:00
Today's top stories

Lead Story: America's New War ... 07:50...08:50
-American military action in Afghanistan intensifies.
-The ISAF trains Afghanistan's new national army.
-The U.S. enhances its humanitarian assistance to Afghanistan.

In the Headlines ... 01:55...10:45
The space shuttle Columbia grabs the Hubble Space Telescope for repairs.

News Focus: Children of War ... 03:25...14:10
War takes its toll on Angola's youth.

Chronicle: Extreme Beauty ... 03:10...17:20
Fashion extremes are on display at the N.Y. Metropolitan Museum of Art.

CNN STUDENT NEWS PERSPECTIVES ... 00:10...17:30
Daily Reports, features, and today's CNN Student Bureau story

Perspectives: Nancy Drew ... 03:25...20:55
CNN's Brian Cabell profiles author Mildred Wirt Benson.

Culture Report: Women's Art ... 02:45...23:40
A Russian art exhibit chronicles a woman's view of a woman's world in Russia.

Student Bureau ... 02:10...25:50
Edith Hubbard was one of the first black students to attend UNC-Chapel Hill.

Where in the World? ... 01:00...26:50
Answer: Angola

CNN NEWSROOM CLOSE ... 01:10... 28:00

---------- CNN NEWSROOM STORIES ----------

CNN NEWSROOM OPEN

TODAY'S NEWS

Lead Story: America's New War

1. Where in Afghanistan did the U.S. attack last weekend? Why did the U.S. target this region? Why do many people believe that the U.S. is in the most difficult phase of the conflict in Afghanistan?

2. Why has Afghanistan's president called for the expansion of peacekeeping forces beyond Kabul? What risks does the U.S. assume by intensifying its peacekeeping involvement in Afghanistan?

3. How many people have been recruited for Afghanistan's new national army? How were these recruits selected? What is the ISAF? What type of training are the new recruits receiving? How will the Afghan government use its new military force?

4. Why do you think the new recruits were selected from each of Afghanistan's ethnic groups? Why must the new military force be loyal to Afghanistan's central government? In your opinion, are there potential situations that could challenge the loyalty of the new recruits? Explain. If so, what might be done to address these potential problems?

5. What types of projects are being carried out under the U.S. government's new humanitarian initiative in Afghanistan? What is Captain Curtis Anderson's role in this initiative? What organizations are collaborating on these humanitarian projects? How is the work of America's civil military team benefiting Afghanistan and the U.S.?

6. Ask students to identify the conditions under which the Afghan people have been living. Group students and assign each group a different organization that provides international aid, such as the Red Cross, U.S. Aid for International Development, UNICEF, and the World Food Program. Have each group identify the scope of the agency's services, and determine how the organization and the civil military team might collaborate to improve the living conditions in Afghanistan. After students present their plans, ask: Considering the geographical, historical and political realities of the country, which plan do you think would be the most effective in rebuilding war-torn Afghanistan? State your rationale.

LINKS:
http://www.cnn.com/2002/US/03/03/ret.war.facts/index.html
http://usinfo.state.gov/topical/pol/terror/01101504.htm
http://www.usaid.gov/

In the Headlines: Mission to Hubble

1. Who are the "Columbia Seven"? What is the Hubble Space Telescope? What action will the shuttle

crew be taking to improve the telescope?

2. NASA's Hubble Telescope Web page states that, "Not since Galileo turned his telescope towards the Heavens in 1610 has any event so changed our understanding of the Universe as the deployment of the Hubble Space Telescope." Send your students on an Internet scavenger hunt to learn more about the Hubble Telescope and to answer the following questions:
   - Who created the Hubble Telescope?
   - When was it deployed?
   - What have scientists learned from the data gathered by this telescope?

   Have students create posters illustrating "Hubble Facts" and discuss how Hubble Telescope technology has enabled scientists to expand their knowledge of the universe.

LINKS:
http://fyi.cnn.com/2002/TECH/space/03/03/shuttle.grab/index.html
http://www.nasa.gov/
http://sm3b.gsfc.nasa.gov/
http://hubble.gsfc.nasa.gov/

News Focus: Children of War

1. Locate Angola on a map of Africa. For how long has this nation been engaged in a civil war? How has this conflict affected Angola's children? Why are many of these children not receiving humanitarian aid? How has the fighting impacted Angola's child soldiers?

2. Group students. Have each group conduct research to learn more about the history of Angola's civil war and the nation's two warring factions; the MPLA (Popular Movement for the Liberation of Angola) and UNITA (National Union for the Total Independence of Angola). What superpowers have backed these factions? What is the role of diamonds in this conflict? Who was Jonas Savimbi? Under what circumstances did he die? How might the recent fighting that resulted in Savimbi's death impact the humanitarian situation in Angola? After groups share their findings, ask: Does Savimbi's death make peace more likely in Angola? Discuss.

3. The tragedy of war often takes its toughest toll on children. Divide your class into groups. Direct each group to research one current conflict anywhere in the world, and determine how it is impacting the lives of children. ***(Teachers: The last four Web sites below contain accounts that may be disturbing. Please preview.)*** Have each group offer a formal report on its findings, including the parties involved in the conflict, the circumstances that led to the conflict, and how it is impacting the quality of life for children in that region. Ask students why, in spite of international agreements designed to protect the world's children, these conflicts continue to make children their most defenseless victims.

LINKS:
http://cnn.com/2002/WORLD/africa/02/23/angola.chronology.reut/index.html
http://cnn.com/2002/WORLD/africa/02/27/angola/index.html
http://www.unicef.org/features/feat162.htm
http://www.soldierchild.org/
http://www.child-soldiers.org/

Chronicle: Extreme Beauty

1. What is the subject of the art exhibit featured in the segment? How is the exhibit organized? Of the

clothes shown in the video, which did you find the most intriguing? Why? How has the definition of beauty changed over the centuries?

2. Ask students: What factors influence the kinds of clothes you wear? How do you define beauty? Have students consider both physical beauty and inner beauty. Why do you think many people place so much emphasis on physical beauty? How does physical beauty influence people's perceptions of others?

3. What factors do you think influence people's perceptions of beauty and fashion trends? Have students assume the role of ethnographers (who study and systematically record human cultures). Group students. Assign each group a decade from 1902-2002. Challenge each group to prepare a multimedia presentation that depicts the popular fashions in your country during its assigned era. Direct groups to conduct research to learn what the fashions reveal about your country's culture during this period of time. Have groups give their presentations in chronological order. Then ask: How have the standards of beauty and fashion changed over time? What factors influenced these changes? To what extent does fashion dictate social norms? Why do you think the definition of beauty and popular fashion change over time?

LINKS:
http://www.metmuseum.org/special/se_event.asp?OccurrenceId={D5F42180-565E-11D5-93F7-00902786E
http://www.ncl.ac.uk/hatton/programme/2002/Fashion.htm
http://www.furman.edu/~kgossman/history/

Perspectives: Nancy Drew

1. Who is Mildred Wirt Benson? How old is she? For what work is she best known? Under what pen name did she write the "Nancy Drew" books? What have been some of her personal and professional accomplishments?

2. During what years did Benson write the "Nancy Drew" novels? What characteristics have been used to describe Nancy Drew? In what ways are Nancy Drew and Mildred Benson similar? Why might some people consider Nancy Drew and Mildred Benson to be females that were ahead of their time?

3. Have students consider how the roles of American girls and women have changed during the last 60 years. What are the pros and cons of having a dependent personality or an independent personality? What evidence indicates that girls and women have become more independent in recent years? How have these changes impacted American society as a whole? Give an example.

4. Inform students that Benson, commenting on Nancy Drew, once said that, "She was an individual, from start to finish. She was never a person to promote any kind of movement. She was just a person who believed in her own freedom." Have students discuss the historical and social significance of this quote. Ask: Do you think these are important qualities for girls to have? Why or why not?

5. Ask students: What is a role model? Why is it important for young people to have role models? What attributes do you think role models should possess? Point out that, over the years, Nancy Drew has served as a role model for young girls. Challenge each student to identify another female, from fiction or real life, that could serve as a positive role model for young girls. Then, have students conduct research to learn about these individuals and write essays that explain why they would be good role models.

6. Most of the "Nancy Drew" books are geared for children between the ages of nine and twelve. If your students have read any of the "Nancy Drew" books, ask: What does the name Nancy Drew mean to you? What do you remember about her? Did these books influence your life in any way? If so, how? Which "Nancy Drew" novel did you like the most? Why?

LINKS:
http://www.salon.com/mwt/feature/1999/10/08/keene_q_a/
http://www.salon.com/mwt/feature/1999/10/07/nancydrew/index.html
http://womenshistory.about.com/library/weekly/ucnancydrew.htm

Culture Report: Women's Art

1. Who are Nina Divova and Nadezhda Yurassovskaya? Where is the Tretyakov Gallery? Why is the Tretyakov Gallery's exhibit of Russian women's art significant? In planning for the exhibit at the Tretyakov Gallery, what artistic viewpoint did the curators and artists want to communicate? What was the nature of the opposition that the exhibit organizers faced? What kinds of paintings and other artifacts are part of the exhibit at the Tretyakov Gallery? How many centuries do these works of art represent?

2. Why does CNN's Jill Dougherty conclude her tour of the exhibit at the Tretyakov Gallery by calling it "a glance in the mirror of Russian history"? After students have viewed the video, ask: How does the artwork on display at the gallery chronicle the role of women, as depicted in Russian art, from the 15th to the 20th centuries? How have women's roles changed in Russia and how does the exhibit document those changes? Do you think people can learn about the history of a country and the evolving roles of the country's women through studying the country's artwork? Discuss.

3. How does art mirror life? How do artists provide visual perspectives of the ways in which people live and the roles they play in different historical periods? To understand how the visual artist mirrors life and adds his/her own interpretation, have students conduct research to develop an overview of Russian history. Divide the class into six groups and assign each group a decade from the 15th to the 20th centuries. Direct groups to the Web sites below to research the history of Russia during their assigned time periods, as well as the artwork of Russian women from these centuries. Have groups present their findings to the class, providing historical contexts for the selected art.

4. The exhibit at the Tretyakov Gallery in Moscow displays 500 years of art by women artists, and tells the stories of Russian women throughout Russia's history. Have students refer to the Web sites below and other resources to compile a list of 15th to 20th century Russian women artists whose works are on exhibit at the Tretyakov Gallery, as well as at other galleries and museums. Then, invite pairs of students to select one artist from the list and present a retrospective of that artist's depictions of Russian women using the following research guidelines:
   - The artist's life, including place and date of birth, status in society, level of education and other factors that might have influenced her art;
   - The times in which the artist lived, including social, political, and cultural themes and events;
   - The roles of women depicted in the artist's portfolio;
   - The artist's style and genre, such as representational, romantic, impressionistic, avant-garde;
   - The geographical influences on the lives of the women depicted.

   After students have shared their findings, have them write essays on the topic "The role of the Visual Artist as a Chronicler of History." Invite students to read their essays to the class and discuss the different perspectives presented. Ask: What overall impression do you get of the lives of Russian women over the past 500 years? Do you agree with the statement made by the Tretyakov Gallery's

exhibit curator that, "It's a woman's view of a woman's world in Russia, with our troubled history. And it shows how the talent of Russian women, and women artists, came through so powerfully in the midst of the most difficult circumstances"? Discuss.

EXTENSION: Have students select artists whose work has represented the lives of women in different countries from the 15th to the 20th centuries. Have students present retrospectives of their artists' works. Lead a class discussion in response to the following questions: According to the artwork studied, what were the differences and similarities of women's lives in various countries over the past 500 years? What do you think accounts for these differences and similarities?

LINKS:
http://www.departments.bucknell.edu/russian/history.html
http://www.iue.it/LIB/SISSCO/VL/hist-russia/Index.html
http://www.geographia.com/russia/rushis01.htm
http://www.russia.net/history/history.html
http://www.abcgallery.com/R/repin/repin.html
http://www.tretyakov.ru/russian/default.htm
http://sunsite.cs.msu.su/moscow/tretyakov/tretyakov.html
http://sunsite.cs.msu.su/moscow/tretyakov/tretyakov.html

Student Bureau: Edith Hubbard

1. Who is Edith Hubbard? What university did she attend? What was unusual about her attending this school? How does Hubbard describe her experience at the University of North Carolina at Chapel Hill? What hardships did she endure? How and why have Hubbard's feelings about the university changed in recent years?

2. Point out to students that Edith Hubbard, Linda Brown (the plaintiff in Brown vs. Topeka Board of Education), Charlayne Hunter-Gault, Hamilton Holmes, and the "Little Rock Nine," among others, are all regarded today as pioneers in the field of civil rights for their contributions to equal education. Divide your class into groups and have each group research the story of one of these pioneers. Have each group tell its subject's story. Discuss the personal sacrifices each of these individuals made in the name of equality. Why do students think it is important for all to have equal access to quality education?

LINKS:
http://fyi.cnn.com/fyi/interactive/specials/bhm/story/edith.hubbard.html
http://www.watson.org/~lisa/blackhistory/
http://www.centralhigh57.org/
http://www.athensnewspapers.com/1997/103097/1030.a11holmes.html

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EDITOR'S NOTE:
humanitarian aid
civil military team
Hubble Space Telescope
Angola
Jonas Savimbi
beauty
Mildred Wirt Benson

segregation

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CNN NEWSROOM Guide

March 05, 2002

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---------- PROGRAM RUNDOWN ----------

STORY ...SEGMENT...PROGRAM

CNN NEWSROOM OPEN ... 00:15... 00:15

TODAY'S NEWS ... 00:35...00:50

CNN STUDENT NEWS ... 00:10...01:00
Today's top stories

Lead Story: America's New War ... 02:35...03:35
Eight U.S. servicemen die in Operation Anaconda.

In the Headlines ... 02:45...06:20
Zimbabwe's upcoming national election is marked by controversy.

News Focus: Switzerland U.N. ... 03:20...09:40
Switzerland decides to join the U.N.

Chronicle: Disease Detective ... 06:30...16:10
CNN's Deanna Morawski profiles epidemiologist Lorna Thorpe.

CNN STUDENT NEWS PERSPECTIVES ... 00:10...16:20
Daily Reports, features, and today's CNN Student Bureau story

Perspectives: Kelly Sutton/Spacewalk ... 04:20...20:40
-NASCAR racer Kelly Sutton battles Multiple Sclerosis.
-Challenger astronauts complete their first spacewalk outside the Hubble Space Telescope.

Health Report: Body Piercing ... 01:50...22:30
Medical experts identify health risks associated with body piercing.

Student Bureau ... 02:55...25:25
Teenagers take to "minor league" autoracing.

Where in the World? ... 01:00...26:25
Answer: Zimbabwe

CNN NEWSROOM CLOSE ... 01:35... 28:00

---------- CNN NEWSROOM STORIES ----------

CNN NEWSROOM OPEN

TODAY'S NEWS

Lead Story: America's New War

1. Where in Afghanistan is the latest fighting taking place? Why is the U.S. targeting this region? How many Americans have been killed since the fighting began on Friday? Under what circumstances did eight of these nine deaths occur?

2. How and why has the U.S. changed its military strategy in Afghanistan? Why do many people believe that the U.S. is in the most difficult phase of the conflict? What obstacles do allied forces face in Afghanistan? How long is the U.S.-led war in Afghanistan expected to last?

3. Use this opportunity to have your students conduct an in-depth study of Afghanistan's geography. Have students work in groups to research the country's geographical elements, including its location, climate and topography. Direct groups to share their findings. Compare the characteristics of winter in Afghanistan to winter in your region.

LINKS:
http://www.cnn.com/2002/WORLD/asiapcf/central/03/04/ret.afghan.fighting/index.html
http://www.afghan-web.com/geography/
http://geography.miningco.com/library/maps/blafghanistan.htm

In the Headlines: Zimbabwe Elections

1. When is Zimbabwe's national election expected to take place? Who is Robert Mugabe? How long has he been in power? With what political party is Mugabe's challenger Morgan Tsvangirai affiliated? What issues have marked this presidential campaign? Why did Mugabe criticize UK Prime Minister Tony Blair?

2. Have students conduct research to learn about Zimbabwe's presidential candidates, the issues that are on the minds of Zimbabwe's voters, and the controversy surrounding the upcoming election. Reconvene the class and share students' findings. After discussion, have students speculate about Zimbabwe's upcoming election. Ask students: Do you think Zimbabwe's election on March 9-10 will be free and fair? Why or why not? Challenge students to make predictions on the election's outcome based on what is on the minds of Zimbabwe's voters.

LINKS:
http://www.cnn.com/SPECIALS/2002/zimbabwe.election/index.html
http://cnn.com/2002/WORLD/africa/03/01/zimbabwe.britain/index.html
http://cnn.com/2002/WORLD/africa/02/28/zimbabwe/index.html
http://allafrica.com/stories/200203040401.html
http://allafrica.com/stories/200203040407.html

News Focus: Switzerland U.N.

1. What is the United Nations? Why have some Swiss citizens been reluctant to join the U.N.? How can joining the U.N. benefit Switzerland and the U.N.? Why is the Swiss Business Federation pleased with Switzerland's decision to join the U.N.?

2. What is the European Union? What is Switzerland's position on joining the EU? Why has the nation refused to join the EU? Now that Switzerland has voted to join the U.N., do you think it should join the EU? Discuss.

3. Teachers: For an online article and teaching activity on this topic, visit: http://fyi.cnn.com/2002/fyi/lesson.plans/03/04/switzerland/.

LINKS:
http://cnn.com/2002/WORLD/europe/03/04/swiss.reax/index.html
http://www.un.org/
http://www.gov.ch/govchen.nsf/pgHome?OpenPage
http://www.cnn.com/2001/WORLD/europe/03/04/switzerland.poll.02/index.html?related

Chronicle: Disease Detective

1. Who is Lorna Thorpe? What is her profession? For what organization does she work? What infectious diseases has she been studying? What strategies does she use to determine the development and spread of diseases?

2. What is a typical workday like for Thorpe? Why can her job be dangerous? What measures does Thorpe take to protect herself from these dangers? Why were epidemiologists flown to New York following the September 11 attacks?

3. What are "emerging diseases"? What are "microorganisms"? What is "bacteria"? To have students learn more about the threat of emerging diseases, have them carry out the following Harcourt experiment at: http://www.cnn.com/2000/fyi/teachers.tools/10/17/teach.emerging.diseases/ After students complete the experiment, have them discuss what they can do to prevent the spread of disease.

4. Teachers: Check out the following CNNstudentnews.com site for a teaching activity and an online article on this story: http://fyi.cnn.com/2002/fyi/lesson.plans/03/04/disease.detective/.

LINKS:
http://www.cdc.gov/epo/dapht/eis/
http://fyi.cnn.com/2002/fyi/news/03/04/disease.detective/
http://bmj.com/epidem/epid.1.html

Perspectives: Kelly Sutton/Spacewalk

1. What is NASCAR? Who is Kelly Sutton? What obstacles has she overcome to become a NASCAR

driver? What disease is she battling? How would you describe Sutton's character? Does she have skills or attributes that you admire? Explain.

2. 2. Inform students that Multiple Sclerosis is a type of neurodegenerative disease, a group of diseases that includes MS, Alzheimer's, Parkinson's and amyotrophic lateral sclerosis (ALS). Group students. Have each group select one of these diseases, and refer to online and media resources to conduct research on its selected disorder. Pose the following questions to guide students' research:
   1. When and by who was each disorder discovered?
   2. What are the symptoms of each disease?
   3. What forms of treatment are currently used to combat each illness?
   4. What research is underway that may offer promising treatments or a cure?

   Have each group offer its findings as oral, written or multimedia reports.

3. Who are John Grunsfeld and Rick Linnehan? What was the purpose of their first spacewalk outside the Hubble Space Telescope? What challenges did they encounter?

   Teachers: For a CNNstudentnews.com lesson plan on the Hubble Space Telescope, go to: http://www.cnn.com/2001/fyi/lesson.plans/03/01/hubble.galaxy/.

LINKS:
http://www.huddlin.com/_01/08_01/article01.html
http://www.nascar.com/
http://www.cnn.com/HEALTH/9801/28/multiple.sclerosis/
http://www.msaa.com/
http://www.nlm.nih.gov/medlineplus/amyotrophiclateralsclerosis.html
http://www.nlm.nih.gov/medlineplus/parkinsonsdisease.html
http://www.cnn.com/2002/TECH/space/03/04/shuttle.spacewalk1/index.html

Health Report: Body Piercing

1. According to the new Mayo Clinic report, what percentage of undergraduate students experienced medical complications from tattoos? What health risks are associated with body piercing? What can people do to decrease their risk of getting an infection from a body piercing?

2. Why do you think body piercing has become so popular? Do you think minors should be required to obtain parental consent before undergoing body piercing procedures? Why or why not? What is your opinion about body piercing?

3. Inform students that, according to recent research, body piercing carries a substantial risk of morbidity, and most body piercing in the U.S. is being performed by unlicensed and unregulated individuals. Direct students to the Web sites below to learn more about the health risks associated with body piercing, including the risk of contracting blood-borne infections, such as HIV, hepatitis C and septicemia. Next, divide your class into small groups. Have each group assume the role of a legislative body that is responsible for writing a proposal to support the regulation of body piercing practices in your state. Students should substantiate their arguments with factual health information. Have each group share its proposal and discuss.

LINKS:
http://www.mayo.edu/comm/mcr/news_1918.html

http://www.usatoday.com/life/health/skin/lhskn011.htm
http://www.cnn.com/HEALTH/9812/04/body.piercing/index.html
http://www.pitt.edu/~cjm6/s97pierc.html
http://www.cdc.gov/nchstp/hiv_aids/pubs/faq/faq27.htm

Student Bureau: Young Racers

1. How old are some of the racers seen in the video? Describe the sport in which they participate. What is NASCAR?

2. What relationship exists between Lisa and Jason, the two racers in the video? What is a "rival"? Why does each compete in this sport? What is Lisa's dream? What was the outcome of the race seen in the video? Why does Lisa call this form of racing the "minor leagues"?

3. Ask students: Why do these students race? What do you think propels Lisa and Jason to engage in this competition? Generate a class discussion about competition and the reasons why humans compete. Ask students to consider hobbies, sports, or other fields in which they desire to be the "best." Challenge each student to write an essay that explains "Why I Want to be the Best" at whatever form of competition he/she chooses. In their essays, ask students to describe what it is that motivates them to compete and want to excel.

LINKS:
http://www.nascar.com/
http://sportsillustrated.cnn.com/

EDITOR'S NOTE:
Operation Anaconda
Switzerland
United Nations
epidemiologists
Zimbabwe
spacewalk
Multiple Sclerosis
body piercing

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CNN NEWSROOM Guide

March 06, 2002

Get news by, for and about students - CNN Student Bureau Reports air daily on CNN Student News.

---------- PROGRAM RUNDOWN ----------

STORY ...SEGMENT...PROGRAM

CNN NEWSROOM OPEN ... 00:10... 00:10

TODAY'S NEWS ... 00:10...00:20

CNN STUDENT NEWS ... 00:10...00:30
Today's top stories

Lead Story: Mideast Conflict ... 08:20...08:50
Egypt's Pres. Mubarak seeks to revive peace talks in the Middle East.

News Focus: Who Can You Trust? ... 03:30...12:20
The Enron case could change the way corporate boards conduct business.

Chronicle: Sarah Hughes ... 04:40...17:00
CNN profiles the Olympian's life before she struck gold.

CNN STUDENT NEWS PERSPECTIVES ... 00:10...17:10
Daily Reports, features, and today's CNN Student Bureau story

Perspectives: Martha Stewart ... 03:10...20:20
Martha Stewart has created a homemaking empire.

Business Report: Women CEOs ... 02:40...23:00
Some say that the few women at the top of the corporate ladder are held to higher standards.

Smart Medicine ... 00:30...23:30
Can yoga help you to lose weight?

Student Bureau ... 02:30...26:00
Many people are losing weight on diet plans like Weight Watchers.

Where in the World? ... 01:00...27:00
Answer: The West Bank

CNN NEWSROOM CLOSE ... 01:00... 28:00

---------- CNN NEWSROOM STORIES ----------

CNN NEWSROOM OPEN

TODAY'S NEWS

Lead Story: Mideast Conflict

1. Of what country is Hosni Mubarak president? Why is he in Washington? What two leaders would President Mubarak like to see meet to talk peace? Why is Egypt in a position to offer these peace talks?

2. Besides the peace talks proposed by Mr. Mubarak, what other peace plan does President Bush support? Who is Crown Prince Abdullah? Summarize his peace plan. What other attempts at Middle East peace have been negotiated and tried in the past?

3. What "images of confrontation" exist among Israelis and Palestinians? Why do you think both sides express peace as "hope" and "not as a reality"? What are some of the Palestinian and Israeli views on the conflict expressed in the video? Why do you think some Israelis want their country to "end the Arafat regime"? Why do you think some Palestinians see their suicide bombers as "martyrs"?

4. Have students work in groups to consult the Internet and other resources to do the following:
   - Locate the countries referred to in the story. (Your students may wish to locate these countries by using Holt, Rinehart and Winston's World Atlas at http://go.hrw.com/atlas/.) What is the geographical and political importance of the Middle East countries that might attend the summit meeting hosted by Mubarak?
   - Examine the history of the lands known as the Occupied Territories. On what basis do both Israelis and Palestinians claim they have the right to these lands?
   - Analyze the history of the peace talks between the Israelis and Palestinians, using the questions below to guide research and discussion:
     1. How many summits have been held?
     2. Who have been the key players?
     3. What are the main issues?
     4. What is the political significance of the West Bank?
     5. What offers and concessions have the Israelis and the Palestinians each brought to the negotiating table?
     6. What promises have been made?
     7. Which promises have been kept?
     8. What obstacles have negotiators faced throughout the peace negotiations?

   Have students generate group discussions about the sacrifices that will have to be made by Israelis and Palestinians if a lasting peace is to be achieved. Direct groups to brainstorm possible political repercussions for both Israelis and Palestinians, the Arab world and the international community if the latest peace efforts are unsuccessful.

5. You can find CNNstudentnews.com articles and educational materials related to these stories at these sites:
   http://fyi.cnn.com/2002/fyi/news/03/05/mideast.peace/index.html, and

http://fyi.cnn.com/2002/fyi/news/03/05/muslim.poll/index.html.

You can find a CNNstudentnews.com Backgrounder on the Middle East at: http://fyi.cnn.com/fyi/interactive/0108/mideast/index.html.

LINKS:
http://fyi.cnn.com/2002/WORLD/meast/03/05/mideast/index.html

News Focus: Who Can You Trust?

1. What trend, already in place before the Enron debacle, are many corporate boards now following? What is cronyism? Why are experts encouraging corporations to hire search firms to fill board positions?

2. According to Federal Reserve Chairman Alan Greenspan, what positive could emerge from the Enron case? What role do experts like Kathryn Harrison believe boards should "aggressively" pursue? How do you think corporate governing boards can protect shareholders? What other suggestions for corporate governance are under consideration? According to the video, which U.S. state has the best laws for protecting directors and managers? Do you think it is coincidental that many corporations are registered in this state? Why or why not?

3. What kinds of responsibilities do corporate boards have towards shareholders? Generate a class discussion about the meanings of the words "fiduciary" and "ethical." If necessary, have students consult reference resources for definitions of each. Then, ask students to work in groups to learn more about the fiduciary and ethical responsibilities of corporate boards to the company's shareholders, and share their findings. Refer back to the reference in the video to "cronyism." Ask students why cronyism exists among some corporate governing boards, and how it can undermine a corporate board's fiduciary and ethical responsibility to its shareholders.

4. Teachers: Point your students to this site for a CNNstudentnews.com Backgrounder on Enron: http://fyi.cnn.com/2002/fyi/news/01/16/backgrounder.enron/index.html.

LINKS:
http://www.boardmember.com/
http://www.mapnp.org/library/boards/brdrspon.htm
http://www.investorwords.com

Chronicle: Sarah Hughes

1. Who is Sarah Hughes? How have her recent experiences offered her a "crash course in maturity"? What has been Sarah's dream since childhood? How does she describe what she feels when she skates? Who were some of the champion skaters she faced in her first Olympics? Did she appear to be intimidated by the competition?

2. How did Sarah begin her journey to the Olympics? How is she treated in her hometown? When did she start skating? How did she do in her first competition? Who is Sarah's coach? What challenges did she face when she first began coaching Sarah?

3. This segment profiles Sarah Hughes before she won the Olympic Gold Medal. How do you think her life has changed since then? What new challenges to her personal life and her skating do you think she faces now? How would your life change if you became famous overnight? If you could, would you trade places with Sarah? Why or why not?

LINKS:
http://sportsillustrated.cnn.com/olympics/2002/figure_skating/
http://dianesrink.com/sarah/

Perspectives: Martha Stewart

1. What are some things Martha Stewart demonstrates on her television program? What kinds of products bear her name at Kmart? Why does CNN's Garrick Utley refer to Martha Stewart as "a brand"?

2. According to the video, what is Stewart's net worth? Why are some investors worried about the Martha Stewart brand? How has Kmart, even in its crippled state, impacted Stewart's income? Do you think that Martha Stewart should continue her partnership with Kmart or take her brand name elsewhere? Explain.

3. In the video, we hear CNN's Garrick Utley cite Martha Stewart as an example of "marketing 101: Get a good idea and then see how far you can stretch the brand..." What does he mean? Lead a class brainstorming session to generate a list of other women's names that have become "brands." Some examples might be Donna Karan (DKNY), Kathy Ireland, and Denise Austin. Divide the class into groups. Have each investigate these brands and the women behind them, and share their information with the class. Ask students to compare each brand to the Martha Stewart brand in terms of its implementation of "marketing 101." To what extent has each businesswoman been able to "stretch" her brand? Is there anything these brands could learn from Martha Stewart? Discuss.

LINKS:
http://www.marthastewart.com/
http://dev.foodtv.com/celebrities/stewartbio/0%2C2074%2C%2C00.html
http://talkshows.about.com/library/weekly/aa080999.htm?iam=dpile&terms=Martha+Stewart+Living

Business Report: Women CEOs

1. What is a CEO? Name the CEOs of these corporations: Lucent, Hewlett Packard, Xerox. What do these CEOs have in common?

2. Who are the three women named in Business Week's Top 25 Managers list? Why do you think each was named to this list? What percentage of the U.S. workforce do women comprise? What percentage of top corporate executives are women? Why do you think this is so?

3. According to experts, why does there appear to be more pressure on female executives than on their male counterparts? What do you think Sheila Wellington means when she says, "The spotlight always burns brighter on something that's rare"? Describe the impact women have made on small business in the U.S. How many U.S. firms are now owned by women?

4. Direct students to learn more about the challenges women executives face. Have each student

interview a female executive to gain her insight into the professional climate for women in that business, the challenges she faced on her way to the top, and the advice she would offer young women and men who are going into the business world. Have each student share his/her interview.

5. Do men and women have different management styles? Direct students, working in groups, to conduct research to answer this question. Share group findings. If possible, invite a local expert in the field of business, such as a university professor, business writer or reporter, or industrial psychologist to talk about the ways in which men and women fill their roles as corporate leaders. What strengths does each bring to corporate leadership? Discuss.

LINKS:
http://www.women.co.jp/index.html
http://www.ceoexpress.com/default.asp
http://www.witi.org/center/witimuseum/womeninsciencet/
http://www.hcgnet.com/html/articles/female-executives.html

Student Bureau: Dieting

1. What diet plan is Jessica Rubel using? Why do many experts in the field of health and nutrition like Weight Watchers? What skills does this plan teach?

2. How does Weight Watchers differ from other diet plans? Challenge students to list as many diet programs as they can on the board. Then, group students and have each group use online resources to research one of the plans. Instruct students groups to identify the extent to which these plans incorporate emotional, educational, behavioral, and environmental strategies to control weight gain, and the pros and cons of these plans. Have students compare and contrast their findings. Why do you think some diets are more successful than others? Do you think emotional support is the key to diet success? Why or why not?

3. Have small groups of students conduct research to determine the health risks associated with poor nutrition and being overweight. Have groups share their findings. To help students become more aware of their eating habits, have each student keep a log for three days of all the food he/she eats and his/her mood prior to eating. Working in groups, have students analyze the nutritional content of their food to determine if their meals and snacks are nutritionally balanced. Have group members suggest ways to make their diets more nutritious. Refer students to their data to determine if they eat to feel better. Ask students to determine if there is a correlation between their emotional states and the quality of their diet.

LINKS:
http://www.weightwatchers.com/default.asp?bhcp=1
http://www.kenkuhl.com/fastfood/fastfacts.shtml
http://www.cnn.com/2000/HEALTH/03/14/teen.arteries/index.html
http://www.americanheart.org/
http://kidshealth.org/parent/nutrition_fit/nutrition/pyramid.html

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EDITOR'S NOTE:
Hosni Mubarak
corporate board
cronyism

Sarah Hughes
Martha Stewart
CEO
diet
West Bank

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CNN NEWSROOM Guide

March 07, 2002

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---------- PROGRAM RUNDOWN ----------

STORY ...SEGMENT...PROGRAM

CNN NEWSROOM OPEN ... 00:10... 00:10

TODAY'S NEWS ... 00:10...00:20

CNN STUDENT NEWS ... 00:10...00:30
Today's top stories

Lead Story: Zimbabwe Citizenship ... 04:10...04:40
Zimbabwe's president changes his country's election rules.

In the Headlines ... 03:00...07:40
-Simon wins GOP gubernatorial primary.
-Condit loses his re-election bid.

News Focus: Downloading Freeloaders ... 03:10...10:50
New technology helps to keep Internet piracy alive.

Chronicle: Fanatical Fans ... 02:20...13:10
Meet two women who are "major" fans of the Baltimore Orioles.

CNN STUDENT NEWS PERSPECTIVES ... 00:10...13:20
Daily Reports, features, and today's CNN Student Bureau story

Perspectives: Israel Women Soldiers ... 05:50...19:10
The role of women in Israel's military is the subject of a national debate.

Science Report: Sally Ride ... 04:30...23:40
Dr. Sally Ride promotes math and science programs for girls.

Student Bureau ... 02:20...26:00
Students learn principles of physics with "Bungee Barbie."

Where in the World? ... 01:00...27:00
Answer: California

CNN NEWSROOM CLOSE ... 01:00... 28:00

---------- CNN NEWSROOM STORIES ----------

CNN NEWSROOM OPEN

TODAY'S NEWS

Lead Story: Zimbabwe Citizenship

1. What uncertainties surround Zimbabwe's upcoming presidential election? Who is the president of Zimbabwe? Why is he being criticized by voters and international observers?

2. What does it mean to be "disenfranchised"? Who are some of the individuals in the video who are now disenfranchised? What reason has President Mugabe given for denying their right to vote? Why are white Zimbabweans especially frustrated by the current political climate in their country?

3. Ask students: What is suffrage? How is the extent to which a government protects suffrage vital to that government's stability? Divide the class into small groups. Have each group select a country and conduct research to learn about its citizens' voting rights and the protection of those rights under national law. Direct each group to create a chart that illustrates its findings. Discuss each government's treatment of the right to vote: Is there universal suffrage in the country? If so, are all eligible voters protected under law? Is there a "one voter/one vote" policy, protected by law? Compare the governments researched by students to what they have learned about Zimbabwe under Robert Mugabe. How might his treatment of the right to vote ultimately impact his government's stability? Discuss.

LINKS:
http://www.cia.gov/cia/publications/factbook/index.html
http://www.mg.co.za/mg/news/2000feb2/15feb-mugabebio.html
http://www.cnn.com/2000/WORLD/africa/11/29/zimbabwe.courts.reut/
http://www.polisci.com/index.htm

In the Headlines: California Elections

1. Politically speaking, what is a primary? Who won California's Republican gubernatorial primary? Who did Bill Simon defeat in this race? Why is his victory considered an "upset"?

2. Who is Gary Condit? What political party and state did he represent in Congress? How many years has he spent in public office? What happened to Condit in yesterday's Democratic primary? Who defeated him? What do many political observers believe was responsible for his loss at the polls? If Gary Condit had been your congressional representative, would you have supported his bid for re-election? Why or why not?

LINKS:
http://fyi.cnn.com/2002/ALLPOLITICS/03/06/condit.election/index.html

News Focus: Downloading Freeloaders

1. What happened to Napster? Has the demise of free Napster stopped Internet piracy? Explain. Besides music, what other art form is falling prey to online piracy? How has newer technology enabled this piracy to continue and expand to the movie industry?

2. How do some rationalize the illegal downloading of music and movies? Why do some say that this downloading is actually helping the music industry? How do recording executives respond to this claim? Why do some analysts believe that targeting a company whose product is misused stifles innovation? How are artists and the recording industry trying to use technology to their advantage?

3. Have students consult the Internet or other resources to learn more about copyrights and their role in protecting music and other artistic creations. Share student findings. What is "intellectual property"? How is it different from what we commonly consider one's "personal property"? Do students think that taking someone's personal property is stealing? Do students consider downloading music without paying for it stealing? Discuss.

4. The Napster story became a test case for the application of ordinary copyright law to the rapidly changing world of the Internet. Discuss the term "intellectual property" and how artists are protected from unlawful taking of their property by copyrights. Challenge your students to search the Internet to identify potential issues associated with intellectual property online. Share these with the class. Invite an attorney who specializes in intellectual property protection to share his/her views on the Internet and the future of copyright protection with the class.

LINKS:
http://www.whatiscopyright.org/
http://www.cnn.com/SPECIALS/2001/napster/
http://usinfo.state.gov/products/pubs/intelprp/glossary.htm

Chronicle: Fanatical Fans

1. What baseball team do Kathy Sachs and her daughter, Heather, support? How would you describe their devotion to the Orioles? Where do Kathy and Heather go for two weeks every spring? What does the reporter mean when he says that this mother and daughter "are walking Orioles' billboards"? Do you find it unusual that these devoted sports fans are women? Why or why not?

2. Are you a devoted fan of any particular sports team or athlete? Explain. If so, why do you support this team/athlete? How do you demonstrate your support? Are you as dedicated as Kathy and Heather are? What do you think drives some individuals to support their team, win or lose?

LINKS:
http://mlb.mlb.com/NASApp/mlb/mlb/homepage/mlb_homepage.jsp
http://baltimore.orioles.mlb.com/NASApp/mlb/bal/homepage/bal_homepage.jsp

Perspectives: Israel Women Soldiers

1. What role have women traditionally played in Israel's military? Why has this role been challenged in recent months? Explain why some religious Israeli men won't serve in a combat unit alongside women. How are the "counter-protesters" responding to the concerns of the religious men?

2. What is a "theocracy"? Why do you think one member of Israel's parliament accuses Israel's

ultra-religious of "wanting to live in a theocracy"? How is Israel's army responding to the females in combat controversy? One analyst in the video says that the army's real problem is that men have trouble competing against women, especially if the women prove to be better soldiers. Do you think this is a valid claim? State your rationale.

3. What is "universal conscription"? Which nations have universal conscription? Have groups of students conduct research to learn more about conscription in their country and others around the world. Have groups share their findings in class discussion. Ask: Is there a military draft in your country? (Note: In the U.S., there is mandatory registration for males only.) If so, are males and females both subject to this draft? Ask students what they think of mandatory military service for females. Generate a class discussion highlighting the advantages and disadvantages of universal conscription. What social, economic, and security issues should be considered as students formulate opinions on this issue? Discuss.

LINKS:
http://www.suite101.com/welcome.cfm/women_in_the_military
http://www.jpost.com/Editions/2000/01/06/Opinion/Opinion.1048.html
http://www.idf.il/english/news/main.stm

Science Report: Sally Ride

1. Who is Sally Ride? Why is she famous? What is the mission of the Sally Ride Science Club? Why does Ride's program focus on upper elementary and middle school students? Why do you think peer pressure causes many young girls to lose interest in math and science? What can young people and adults do to address this problem?

2. Share with students the following quotation from Dr. Sally Ride: "Our future lies with today's kids and tomorrow's space exploration." What is the meaning of this statement? Do you agree with this statement? Why or why not?

3. Challenge students to learn more about women who have made a name for themselves in the fields of science or technology. The last three Web sites below may help students. Have each student select one of these women and profile her achievements in a written report. Discuss the obstacles each woman had to overcome to make her contribution to the scientific world. After students have presented, ask: Do you think any of these obstacles still exist? Explain.

4. Direct each student to take out a piece of paper and divide it in half. Label one side of the paper "space explorations" and the other side of the paper "purpose." Ask students to work in pairs and brainstorm a list of space exploration missions. Next to each case of space exploration, have students write down what they think were the purpose and reason for each invention and journey. Then, direct student pairs to the first Web site below, Timeline of Space Exploration, to add to and revise their lists. Ask students to rank their entries in chronological order. Then, have students share their work and compile their findings.

5. Pose this hypothetical scenario to the class: Time Magazine has decided to devote an entire edition to the event or person from the past 50 years that has had the greatest impact on the future of space travel and exploration. Have each student write a letter to nominate a specific event or influential person in space travel or exploration. Suggest that students use information from their research and class discussion to include in the rationale to support their nominations. Invite students to share their letters.

LINKS:
http://www.execpc.com/~culp/space/timeline.html
http://www.sallyrideclub.com/temp/publicarea/
http://www2.lucidcafe.com/lucidcafe/library/96may/ride.html
http://www.imaginarylinesinc.com/
http://quest.arc.nasa.gov/women/WON.html
http://research.umbc.edu/~korenman/wmst/links_sci.html
http://crux.astr.ua.edu/4000WS/summary.shtml

Student Bureau: Bungee Barbie

1. What popular toy does Lorie Gifford use to teach her class principles of physics? What do the teams of students have to do with their Barbie dolls? What is the objective of each team's project? What do the students learn from this activity? Do you think this is a good way to illustrate some of the principles of physics? Explain.

2. Point out to students that all objects accelerate toward Earth at a rate of 9.8 meters per second per second, which is expressed 9.8 m/s/s due to gravity. This means that for every second that the object falls, the object's downward velocity increases by 9.8 m/s. Have students find the velocity of Barbie falling at each second. What is Barbie's final velocity?

3. What is mass? Inform students that Newton's Second Law of Motion states: "The acceleration of an object depends on the mass of an the object and the amount of force applied." It can be expresssed mathmatically with the following equation: a = f/m. Ask: How do you think Barbie's mass affects the acceleration? What are two ways to increase the acceleration of an object? How does the Barbie experiment illustrate Newton's Second Law of Motion? Discuss.

4. Warner Brothers cartoon character Wile E. Coyote often finds himself falling off a cliff. Then a giant boulder lands on top of him after he hits the ground. Ask: If Wile E. Coyote and a boulder fall off a cliff at the same time, which do you think will hit the ground first? Explain. (Note to teachers: The activities and questions in numbers 2, 3, and 4 have been adapted from Holt, Rinehart and Winston's *Physical Science*.)

LINKS:
http://www.bungee.com/press&more/press/pt.html
http://www.kent.wednet.edu/staff/trobinso/physicspages/PhysOf99/Bungee-Lam/
http://www.concord.org/HOP/amu/amu.core.act5.html
http://rabi.phys.virginia.edu/105/1999/PS2.html
http://www.physics.umd.edu/rgroups/ripe/perg/abp/

EDITOR'S NOTE:
Zimbabwe
Robert Mugabe
disenfranchised
Gary Condit
Internet piracy
copyright
conscription

Sally Ride

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CNN NEWSROOM Guide

March 08, 2002

Join CNN Student News on Monday, March 11 as we begin our series on "The Incas." For an overview article and lesson plan, please go to: http://fyi.cnn.com/2001/fyi/news/10/26/inca.overview/index.html.

---------- PROGRAM RUNDOWN ----------

STORY ...SEGMENT...PROGRAM

CNN NEWSROOM OPEN ... 00:15... 00:15

TODAY'S NEWS ... 00:35...00:50

CNN STUDENT NEWS ... 00:10...01:00
Today's top stories

Lead Story: Operation Anaconda ... 03:00...04:00
CNN's Nic Robertson reports on Operation Anaconda.

In the Headlines ... 00:50...04:50
The September 11 Fund expands its allocation criteria.

News Focus: Tracking Terror ... 07:55...12:45
A Swiss hacker tracks al Qaeda terrorists.

Chronicle: Russia Chess Queen ... 02:15...15:00
Alexandra Kosteniuk popularizes the game of chess.

CNN STUDENT NEWS PERSPECTIVES ... 00:10...15:10
Daily Reports, features, and today's CNN Student Bureau story

Perspectives: Alicia Keys ... 02:00...17:10
Alicia Keys is the music industry's newest star.

Week in Review: Mideast Conflict ... 04:05...21:15
Violence escalates in the West Bank and Gaza.

Student Bureau ... 04:15...25:30
Aaliyah Haughton is gone, but not forgotton.

Where in the World? ... 01:00...26:30
Answer: Switzerland

CNN NEWSROOM CLOSE ... 01:30... 28:00

---------- CNN NEWSROOM STORIES ----------

CNN NEWSROOM OPEN

TODAY'S NEWS

Lead Story: Operation Anaconda

1. Where in Afghanistan is the latest fighting taking place? What is Operation Anaconda? What obstacles do allied forces face in Afghanistan? How many allied and al Qaeda fighters have died since the start of the campaign on Friday? How long is Operation Anaconda expected to continue?

2. Use this opportunity to have your students conduct an in-depth study of Afghanistan's geography. Have students work in groups to research the country's geographical elements, including its location, climate and topography. Direct groups to share their findings. Compare the characteristics of winter in Afghanistan to winter in your region.

LINKS:
http://www.cnn.com/2002/WORLD/asiapcf/central/03/07/ret.afghanistan.fighting/index.html
http://www.afghan-web.com/geography/
http://geography.miningco.com/library/maps/blafghanistan.htm

News Focus: Tracking Terror

1. What is al Qaeda? Who is Guido Rudolphi? What country is he from? What motivated Rudolphi to begin tracking the Internet communications of Osama Bin Laden's al Qaeda network?

2. By what process was Rudolphi able to track the secret communications of the terrorists? Who is Ould Slahi? What is an Internet "guestbook"? What information about Slahi's background was Rudolphi able to provide to government officials?

3. How can Rudolphi's keyboard be compared to a "digital crime lab"? Direct students to the Internet and other resources to research the history and evolution of the Internet as a platform for promoting and defeating terrorism over the past 15 years. After students have shared their findings, ask: Do you think the publication of Rudolphi's information will impact the U.S.-led War on Terrorism? Discuss.

4. Teachers: For an article and an additional teaching activity related to this story, go to the following CNNstudentnews.com site:
http://fyi.cnn.com/2002/fyi/lesson.plans/03/07/alqueda.regrouping/.

LINKS:
http://www.cnn.com/2002/US/03/06/al.qaeda.internet/index.html
http://www.fbi.gov/hq/lab/carnivore/carnivore.htm
http://www.epic.org/privacy/carnivore/
http://www.stopcarnivore.org/

http://www.wired.com/news/politics/0,1283,46852,00.html
http://shop.store.yahoo.com/spytechagency/ulinter1.html
http://news.bbc.co.uk/hi/english/world/americas/newsid_849000/849823.stm
http://www.sans.org/top20.htm

Chronicle: Russia Chess Queen

1. Who is Alexandra (Sasha) Kosteniuk? What country is she from? What are some of her chess-related accomplishments? At what age did she become a chess grandmaster? What stereotypes are associated with chess and the people who play the game? What is Kosteniuk doing to challenge these stereotypes?

2. Refer students to the links below and other resources to learn about the history of chess and the rules of the game. Ask students: What characteristics and skills do you think a chess player should possess? Why? What skills can chess playing develop and reinforce? In what other ways could these skills be used? Do you think chess is a "sport"? State your rationale.

3. Group students by their abilities and conduct a chess tournament. If some of your students are skilled chess players, have them coach other students in the class.

LINKS:
http://cnn.com/2002/WORLD/europe/02/26/russia.chess/index.html
http://www.kosteniuk.com/
http://www.fide.com/cgi-bin/material/main.pl
http://www.maskeret.com/mecca/index.shtml
http://www.chesscr.org/

Perspectives: Alicia Keys

1. Who is Alicia Keys? For what accomplishments is she best known? Why is her music distinct? Who is Clive Davis? How has he influenced Keys' career?

2. What is a "child prodigy"? Inform students that Alicia Keys is considered a child prodigy. Direct groups of students to the Web sites below and other multimedia resources to prepare presentations on the lives and accomplishments of other child prodigies throughout the world. Have each group present its findings to the class. Then ask: Is Alicia Keys' life as a child prodigy different from, or similar to, the lives of other child prodigies? Discuss.

   EXTENSION: What is your opinion of Keys' music? Point out that some people have compared Keys to D'angelo and Prince. If your students are familiar with these artists, have them compare and contrast their music and the evolutions of their professional careers.

LINKS:
http://www.aliciakeys.net/
http://www.cnn.com/CNN/Programs/people/shows/tiger/profile.html
http://www.cnn.com/SPECIALS/2001/americasbest/pro.hhahn.html

Week in Review: Mideast Conflict

1. What is the status of the violence in the West Bank and Gaza? Why has Israel intensified its attacks in

these areas? How have U.S. Secretary of State Colin Powell and U.N. Secretary-General Kofi Annan responded the escalating violence? Why is President George W. Bush sending an envoy back to the Middle East next week?

2. Of what country is Hosni Mubarak president? Why did he visit the White House on Tuesday? What two leaders would President Mubarak like to bring together for peace talks?

3. What peace plan has Saudi Arabia proposed? Why are some skeptical about this plan? Do you think peace can be imposed on the Israelis and Palestinians if both parties are unwilling to take the first step? Discuss.

4. What is the geographical and political importance of the Middle East countries that might attend the summit meeting hosted by Mubarak? Have student groups consult the Internet and other resources to do the following:
   - Examine the history of the lands known as the Occupied Territories. On what basis do both Israelis and Palestinians claim they have the right to these lands?
   - Analyze the history of the peace talks between the Israelis and Palestinians, using the questions below to guide research and discussion:

   1. How many summits have been held?
   2. Who have been the key players?
   3. What are the main issues?
   4. What is the political significance of the West Bank?
   5. What offers and concessions have the Israelis and the Palestinians each brought to the negotiating table?
   6. What promises have been made?
   7. Which promises have been kept?
   8. What obstacles have negotiators faced throughout the peace negotiations?

   Have students generate group discussions about the sacrifices that will have to be made by Israelis and Palestinians if a lasting peace is to be achieved. Direct groups to brainstorm possible political repercussions for both Israelis and Palestinians, the Arab world, and the international community if the latest peace efforts are unsuccessful.

   Teachers: You can find CNNstudentnews.com articles and educational materials related to these stories at these sites:
   http://fyi.cnn.com/2002/fyi/news/03/05/muslim.poll/index.html.

   Also, you can access a CNNstudentnews.com Backgrounder on the Middle East at:
   http://fyi.cnn.com/fyi/interactive/0108/mideast/index.html.

LINKS:
http://cnn.com/2002/WORLD/meast/03/07/mideast/index.html
http://cnn.com/2002/WORLD/meast/03/07/powell.annan.mideast/index.html

Student Bureau: Aaliyah Legacy

1. Who was Aaliyah Haughton? When and how did she die? What were some of her professional accomplishments? How have her family and fans reacted to her death? For what do you think she will best be remembered?

2. Help students identify other musicians and actors that have died in their prime, such as Buddy Holly, James Dean, River Phoenix, Stevie Ray Vaughan, and Marilyn Monroe. Have students research the professional accomplishments of these performers, and the circumstances and impact of their deaths. After students present their findings, ask: How did these people's untimely deaths impact their notoriety? Why do you think the death of a celebrity often evokes strong public reaction?

LINKS:
http://www.cnn.com/2001/SHOWBIZ/Music/08/26/death.aaliyah/index.html
http://cnn.com/2002/SHOWBIZ/Movies/02/22/posthumous.roles.ap/index.html
http://cnn.com/2002/SHOWBIZ/News/02/28/showbuzz/index.html
http://www.buddyhollycenter.org/htm/bhc.htm
http://www.jamesdean.com/

EDITOR'S NOTE:
Operation Anaconda
hacker
terrorism
Alexandra Kosteniuk
Alicia Keys
prodigy
Aaliyah Haughton
Mideast violence

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CNN NEWSROOM Guide

March 11, 2002

Get the most out of CNN Student News! The Weekly Email Update gives you advance notice of upcoming programming. Sign up here: http://fyi.cnn.com/fyi/updates/.

---------- PROGRAM RUNDOWN ----------

STORY ...SEGMENT...PROGRAM

CNN NEWSROOM OPEN ... 00:10... 00:10

TODAY'S NEWS ... 00:10...00:20

CNN STUDENT NEWS ... 00:10...00:30
Today's top stories

Lead Story: Six Months Later ... 05:30...06:00
-Today marks six months since the 9/11 attacks.
-Operation Anaconda continues.

In the Headlines ... 02:40...08:40
Zimbabwe's high court extends its country's election one more day.

News Focus: TV News ... 03:05...11:45
CNN's Bruce Morton examines the economics behind network news.

Chronicle: Changing the World ... 04:00...15:45
Teen People magazine honors young people who work to "make a difference."

CNN STUDENT NEWS PERSPECTIVES ... 00:10...15:55
Daily Reports, features, and today's CNN Student Bureau story

Perspectives: The Incas: (Pt. I) Overview ... 05:00...20:55
Explore the capital of the Inca Empire.

Culture Report: China Harry Potter Craze ... 02:35...23:30
J.K. Rowling's Harry Potter series reaches readers and motivates Chinese moviegoers.

Student Bureau ... 02:50...26:20
Home schooling is an educational alternative for some families.

Where in the World? ... 01:00...27:20
Answer: England

CNN NEWSROOM CLOSE ... 00:40... 28:00

---------- CNN NEWSROOM STORIES ----------

CNN NEWSROOM OPEN

TODAY'S NEWS

Lead Story: Six Months Later

1. Describe the events that occurred six months ago today. How has the U.S. responded to those attacks? What has a recent poll revealed about the effects of these attacks on Americans' lifestyles? According to the poll, what percentage of Americans believes another terrorist attack could occur within weeks? Do you agree or disagree with those who feel this way? Explain.

2. What points does President Bush plan to make as he commemorates the 9/11 attacks? How will the president describe the new "national mood"? What "greater horrors" will the president warn of in his commemoration speech? How does the Bush administration plan to minimize the risk of a nuclear attack by terrorists? What is the "coalition"? Why is coalition building likely to be the key point in the president's speech?

3. What is Operation Anaconda? What forces and machinery are involved in this operation? Where is Operation Anaconda being executed? What factors are working against U.S. and coalition forces in this operation?

4. Challenge students to put themselves in the place of advisers to President Bush. Ask: Six months after the worst attack on U.S. soil, what would you want the president to say to Americans? Divide the class into small teams of presidential advisers. Allow each team time to brainstorm a list of ideas its members believe the president should convey in his speech. Students may want to refer back to the video for some general points. Then, direct each team to construct a draft of a brief speech to be given by President Bush today. Have each team appoint one spokesperson to act as the president and deliver that speech. As a class, compare and discuss the messages in each.

LINKS:
http://www.cnn.com/SPECIALS/2001/trade.center/
http://money.cnn.com/2002/03/10/economy/economy_attacks/
http://www.time.com/time/world/article/0,8599,216279,00.html

In the Headlines: Zimbabwe Elections

1. Locate the nation of Zimbabwe on a world map. (Students may wish to consult the Holt, Rinehart and Winston World Atlas at http://go.hrw.com/atlas/.) What is the capital of Zimbabwe? Why have riot police been called to disperse crowds in Harare? To whom are many observers linking this action? Why?

2. What ruling did Zimbabwe's high court make regarding the current presidential election? What is the Movement for Democratic Change? Who is the MDC's presidential candidate? Why are MDC

officials worried about the impact of the high court's ruling? Why did the court rule that the election had to be extended another day? Of what are election observers accusing Zimbabwe's government? What evidence from the video demonstrates the will of Zimbabwe's citizens to exercise their right to vote?

3. Explain what "disenfranchisement" means. What do you think that Zimbabwe's current president, Robert Mugabe, might have to gain by disenfranchising some voters? Do you believe the right to vote is an important one? Explain. Would you be willing to wait in line for hours and risk physical injury in order to exercise that right? Why or why not?

4. Teachers: You can find a related CNNstudentnews.com article and educational materials at: http://fyi.cnn.com/2002/fyi/news/03/06/zimbabwe/index.html.

LINKS:
http://www.cnn.com/2002/WORLD/africa/03/10/zimbabwe.poll/index.html
http://www.odci.gov/cia/publications/factbook/
http://www.gta.gov.zw/
http://www.mdczimbabwe.com/

News Focus: TV News

1. What kind of program is "Nightline"? What is ABC considering doing with this program? According to CNN's Bruce Morton, what made the past "the good old days" for television news?

2. According to Morton, how has economics changed television news? What are "investigative stories"? How has economics made investigative stories "rare" events, according to Morton? Why does Morton believe that "the line between news and gossip has disappeared"? Do you agree or disagree with him? Explain.

3. At the end of this segment, Bruce Morton says that network executives are wondering if "Nightline" might be "out of date." What do you think he means? Have you ever watched "Nightline"? If you have, describe the program you saw. Do you think this program is different from or similar to other news programs? Explain. Do you think there is a market for news programs like "Nightline"? Why or why not?

4. Challenge each student to prepare a critical analysis of one television news broadcast or program. Instruct each student to select a news broadcast, news magazine program, or news talk show or discussion, and watch it carefully while taking notes. Students should consider and note the following elements of the program as they watch:
   - the program title, air time, and network;
   - the host(s)/anchor(s) and, if applicable, guests on the program;
   - the news story, topic, or issue that was covered;
   - the presence or absence of video and firsthand journalism in telling the story of what happened;
   - additional visual elements, such as charts, graphs and maps, providing information for the viewer;
   - appropriate language describing the news event or issue;
   - balance and objectivity;
   - depth of coverage appropriate for the story/issue.

   Have each student present his/her analysis to the class. Discuss, in each case, whether the broadcast satisfied the viewer's need to know, and whether what was presented should be classified as

journalism or entertainment. In cases where students decide the broadcast was more entertainment, ask them what role, if any, they think economics played in the decision to develop the program that way.

LINKS:
http://www.missouri.edu/~jourvs/index.html
http://www.tvrundown.com/howto.html
http://www.televisionorg.com/

Chronicle: Changing the World

1. What magazine recently honored teenagers who are out to change the world? Who are some of the individuals that were honored? What is each doing to make a difference in the world? What do you think inspires these teens to do make a positive impact on the lives of others?

2. Many young people often say that what appears in the news about teenagers is often the "bad" news, and that most teens don't get enough credit for the good things they do. Ask your students to interview teenagers who are committing their time and talent to improve the lives of others. Have each student prepare a written report of his/her interview and share it with the class. Have the class select three of the interviews for publication in the school's newspaper or on its Web site.

LINKS:
http://www.teenpeople.com/teenpeople/stars/spotlight/gallery/0%2C8034%2C96483-15%2C00.html

Perspectives: The Incas: (Pt. I) Overview

1. Where and when did the Inca civilization once thrive? What city was its capital? How was the Inca Empire divided? How were the Incas able to control such a vast territory? Describe their method of communication to remote places within the empire.

2. Why didn't the Inca Empire have any jails? Upon what three basic rules was all Inca law built? How did most Inca provide for their families? How did they pay for items they needed? What is bartering?

3. What is significant about the structures built by the Inca? What was the Temple of the Sun? Who were the conquistadors? Who was their leader? What did the conquistadors do to the statues in the Temple of the Sun? Why didn't the Inca consider the conquistadors a threat? Why did the Inca Empire eventually collapse?

4. What are the early civilizations of the Americas? What did each contribute to the rich cultural heritage of what came to be known as the New World?
    1. Direct students to their texts and other resources to identify the names of other early civilizations of this region (sometimes called "Mesoamerica" by some historians). As a class, identify the dates and locations of the Mayan and Aztec Empires.
    2. Divide the class into groups. Direct each group to the Internet and/or print resources to conduct an in-depth study of these early American civilizations.
    3. To guide groups' research, have them focus on the following elements of each civilization:
        - History,
        - geography of the region,
        - political system,
        - social structure,

- economic system,
- religion and spirituality,
- achievements,
- fall of the empire.

4. Have each group create a chart, diagram, or profile sheet that compares elements of the Inca, Mayan, and Aztec civilizations.
5. Have groups share their comparisons.

Focus attention on the reasons for the fall of each empire: How did the demise of each of these civilizations lead to a new chapter in the history of the Americas? In spite of their demise, how have these civilizations made their mark on world history?

LINKS:
http://www.fordham.edu/halsall/mod/1540cieza.html
http://www.theincas.com/

Culture Report: China Harry Potter Craze

1. Who is Wang Dongdi? Who is Harry Potter? On what does Wang spend time and money to satisfy his fascination with the Harry Potter stories? Why does Wang find Harry Potter appealing? According to Wang, why is watching the Harry Potter film better in a movie theater than at home? What do other youths say about the phenomenon of Harry Potter? How are Chinese audiences' responses a "testament to the bewitching power of Harry Potter"?

2. Why did Wang's parents' attitude change toward their son's obsession with Harry Potter? What does Wang's father, Wang Qiang, mean when he says, "I take it now as a good thing because it helps widen his knowledge"? Do you think that reading popular fiction has a negative or positive effect on adolescents' education? Why or why not? Have you ever read a work of literature or viewed a film that inspired you to learn a subject and/or investigate a field of study? Discuss.

3. Survey your class to determine who may have read any of the books in the Harry Potter series. Then, ask: If you have read any of these novels, did you like them? Do you think a movie version of any of these books would detract from reading them, or does the film medium motivate people to the read novels? Determine how many students have seen the film, "Harry Potter and the Sorcerer's Stone." Ask: Did the movie enhance or detract from your experience of the novel or did you enjoy both the novel and the movie? Explain. Point out to students that the next Harry Potter novel to be made into a film is "Harry Potter and the Chamber of Secrets." Students can follow the progress of making the movie by tracking media coverage.

4. Why do you think Harry Potter is popular throughout the world? Can you think of other adolescent heroes and heroines that are popular in different cultures? Direct students to consult their school librarian and online resources to compile a list of internationally known books for adolescents. Have each student select one of these books and prepare an oral report for presentation to the class. In the report, each student should do the following:
   1. identify the genre: romance, adventure, fantasy, science fiction, etc.;
   2. describe the culture portrayed;
   3. identify the protagonist's personality characteristics;
   4. retell the conflict and major plot events;
   5. state the topics and themes;
   6. give his/her opinion of the book.

   After students share their reports, ask: What factors make a children's book universally appealing?

LINKS:
http://www.cnn.com/2001/fyi/news/11/16/harry.potter/index.html
http://www.cnn.com/2001/SHOWBIZ/Movies/11/15/hol.tatara.potter/index.html
http://www.cnn.com/2001/SHOWBIZ/books/12/30/rowling.wedding/index.html
http://harrypotter.warnerbros.com/home.html
http://www.scholastic.com/harrypotter/home.asp
http://www.i2k.com/~svderark/lexicon/
http://www.bloomsburymagazine.com/harrypotter/

Student Bureau: Home Schooling

1. Where is Stephanie Davis' school located? What is her typical day like? What are some of the benefits and drawbacks of home schooling? According to the video, how do home-schooled children perform on social interaction tests, as compared to traditionally schooled students? What is your opinion of home schooling?

2. Challenge students to find out whether their state is one that sets requirements for home schooling. Have students contact the state's department of education to learn more about its stipulations for home schooling. Do home-schooling parents need to be certified teachers? Are home-schooled students required to take standardized tests each year? Share student findings. As a class, evaluate the state's requirements for home schooling. Should they be made stricter, relaxed, or are the requirements appropriate? Discuss.

LINKS:
http://www.sound.net/~ejcol/hmschl1.html
http://www.internethomeschool.com/
http://www.edweek.org/ew/vol-14/27home.h14
http://www.mdn.org/1995/STORIES/HOMESCH.HTM
http://learninfreedom.org/hsarticles.html

EDITOR'S NOTE:
terrorist attacks
Sept. 11, 2001
George W. Bush
Zimbabwe
Robert Mugabe
Morgan Tsvangirai
Incas
Harry Potter

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CNN NEWSROOM Guide

March 12, 2002

Teachers: Visit http://fyi.cnn.com/2001/fyi/news/10/26/inca.overview/index.html for CNNstudentnews.com materials on The Incas, airing this week on CNN Student News.

---------- PROGRAM RUNDOWN ----------

STORY ...SEGMENT...PROGRAM

CNN NEWSROOM OPEN ... 00:10... 00:10

TODAY'S NEWS ... 00:10...00:20

CNN STUDENT NEWS ... 00:10...00:30
Today's top stories

Lead Story: 9/11: A Changed World ... 07:00...07:30
-Pres. Bush commemorates six months since the 9/11 attacks.
-Six months later, the investigation into the attacks continues.

News Focus: Then and Now ... 03:25...10:55
Today's homeland defense is similar to what the U.S. experienced during World War II.

Chronicle: Kids' Reflections ... 03:35...14:30
Children who saw the towers collapse use art and video to help heal.

CNN STUDENT NEWS PERSPECTIVES ... 00:10...14:40
Daily Reports, features, and today's CNN Student Bureau story

Perspectives: The Incas: Machu Picchu ... 06:00...20:40
The ancient city of Machu Picchu is a sacred Inca place.

Health Report: Chocolate ... 02:30...23:10
Chocolate may actually promote good health.

Student Bureau ... 02:20...25:30
What do Girl Scouts do when they're not selling cookies?

Where in the World? ... 01:00...26:30
Answer: Georgia, USA

CNN NEWSROOM CLOSE ... 01:30... 28:00

---------- CNN NEWSROOM STORIES ----------

CNN NEWSROOM OPEN

TODAY'S NEWS

Lead Story: 9/11: A Changed World

1. Why was yesterday a significant day for Americans? Where did the attacks of 9/11 take place? How was the day remembered at each of these sites?

2. Who made up the audience at the White House commemoration of 9/11? Which group received the most attention? Why? Which coalition allies could play an important role in future military action? What did President Bush indicate about ongoing action in the War on Terrorism? What do you think the president meant when he said that "inaction is not an option"?

3. What do investigators know about the attacks of 9/11? Where do they believe the plot originated? Who is the only person to have been charged with these attacks so far? Where are the others who have been labeled as "co-conspirators"? What is the status of the anthrax letters case?

4. Yesterday, New York Mayor Michael Bloomberg presided over the rededication of a 45,000 pound sculpture called "The Sphere" in Manhattan's Battery Park. This sculpture stood in the World Trade Center for 30 years. On September 11, 2001, "The Sphere" was damaged but not destroyed. Inform students that Mayor Bloomberg said in his rededication speech that, to him, the sculpture symbolizes New York. Ask students why they think the mayor feels this way. Then ask students to consider all the images associated with September 11. Which images have come to represent symbols of this event to them? Have each student choose one image he/she believes best symbolizes 9/11, and write an essay, poem, or song lyrics explaining why that image has come to symbolize the events of September 11.

5. Teachers: For a related CNNstudentnews.com story and educational materials, go to: http://fyi.cnn.com/2002/fyi/news/03/11/six.months/index.html.

   For a list of CNN Student News educational materials on the Attack on America, please visit http://turnerlearning.com/newsroom/specials.html.

LINKS:
http://fyi.cnn.com/2002/US/03/11/nation.remembers/index.html
http://fyi.cnn.com/2002/US/03/11/bush.memorial/index.html
http://fyi.cnn.com/2002/US/03/11/inv.attacks.investigation/index.html
http://www.cnn.com/SPECIALS/2001/trade.center/

News Focus: Then and Now

1. What examples given in the video illustrate the similarities between the language of civil defense in World War II and that of homeland defense today? What similarities exist between the individuals who were chosen to lead these defense efforts? According to Director of Homeland Security Tom

Ridge, how are the challenges of his office "very much the same" as those of his predecessors?

2. What similarities can one find between the role of citizens during World War II and their role in the War on Terrorism? How did both World War II and the terrorist attacks change our concept of security? How did both events change the government? What one comparison between World War II and the War on Terrorism cannot yet be made? Why?

3. Challenge students to interview older family members about their perceptions of life in the U.S. after the attack on Pearl Harbor. How did the attack change their concept of security? How did World War II impact their lives? What role did civilians play in the war effort? What sacrifices did young people of this era make that helped win the war? Have students present their information to the class. Generate a class discussion about the young Americans who experienced World War II. Do students think their generation has anything in common with the "Greatest Generation"? What will students tell their grandchildren about their lives after 9/11? What sacrifices do they think their generation will have to make if the War on Terrorism is to be won? Discuss.

4. Teachers: For a related CNNstudentnews.com story and educational materials, please go to: http://fyi.cnn.com/2001/fyi/news/09/18/history.terrorism/index.html.

LINKS:
http://www.whitehouse.gov/news/releases/2001/10/20011008.html
http://www.nara.gov/
http://www.thebestisyet.net/cgi-bin/cgiwrap/pando19/start.cgi/viewfrom12.htm
http://americanhistory.about.com/library/fastfacts/blffterrorism.htm

Chronicle: Kids' Reflections

1. Where do the children in the video go to school? What did they witness on September 11, 2001? How did some of these students react to what they saw?

2. What is therapy? What are some of the things these students are doing to help them heal? How are these approaches therapeutic? How do you think artistic expression helps these children?

3. Art therapy is one aspect of "holistic healing." Have your students work in groups to learn more about the different types of therapy used to address post-traumatic stress disorders. Ask each group to demonstrate or report on one method of therapy.

LINKS:
http://www.cnn.com/2001/COMMUNITY/09/13/marans/index.html
http://www.parenthoodweb.com/articles/phw2445.htm

Perspectives: The Incas: Machu Picchu

1. Where is the ancient city of Machu Picchu? Who "discovered" this city in 1911? What did he see when he was led there by some farm workers? Who is Roxana Debrill? What is her connection to this city?

2. What does evidence reveal about the desertion of Machu Picchu? Why does Roxana Debrill dispute the claim that the Spaniards didn't know about Machu Picchu in the 16th century? According to

Debrill, to what famous Inca did the farm at Machu Picchu belong? To which conquistador's family did the farm belong after that? What dispute exists regarding the reason for Machu Picchu's existence? What spiritual beliefs are associated with Machu Picchu?

3. Why is Eric Bikis studying Machu Picchu? What does he believe about the design of the city? What are some of the theories that attempt to explain why Machu Picchu was abandoned? Approximately how many people lived in Machu Picchu at the city's height? Approximately how long was the city inhabited?

4. Ask students: Why do you think Machu Picchu was abandoned? Have students work in groups to gather research on Machu Picchu and formulate hypotheses on its demise. Have each group present its findings and hypothesis. In class discussion, challenge students to describe how they would go about testing each hypothesis to determine whether or not it could offer a plausible explanation for the demise of the city of Machu Picchu.

5. Teachers: For more educational materials on the Incas, visit the homepage of Holt, Rinehart and Winston at: http://go.hrw.com/. In the Keyword space, type in **SG1 Brochure 12** for a project on "The Inca Trail to Machu Picchu." For a worksheet on "Adding Numbers the Maya Way," type **SG1 MAYA 8** in the Keyword space.

LINKS:
http://gosouthamerica.about.com/cs/machupicchu/index.htm
http://www.lonelyplanet.com/destinations/south_america/peru/
http://www.peru-explorer.com/

Health Report: Chocolate

1. Why might chocolate be beneficial to your health? What are "polyphenols"? What is an "antioxidant"? How do polyphenols help prevent heart disease? What types of chocolate offer the most health benefits? In what foods, other than chocolate, are polyphenols found?

2. What is cholesterol and why does it matter? What is the difference between good and bad cholesterol? Refer groups of students to the last two links below to learn about cholesterol, the correlation between cholesterol and heart disease, and what a person can do to maintain a healthy cholesterol level. Have each group make a formal presentation of its findings.

3. Point out that, according to the American Heart Association, even though heart attacks and strokes are rare in children, "evidence suggests that the process leading to these conditions begins in childhood." Challenge students to learn more about the origin, symptoms, and prevention of different heart diseases. Ask students to determine how blood pressure, cholesterol and weight can contribute to heart disease. Have them also identify the statistics of heart disease in their country and answer questions such as:
   - Where does heart disease rank among leading causes of death?
   - Have the figures risen or fallen in the past decade?
   - What factors do you think account for the increase or decline?

   Help students create posters either diagramming how arteries become restricted or focusing on how to prevent heart disease. Display students' posters in your school library to inform others about the dangers of heart disease.

LINKS:

http://www.cnn.com/2000/FOOD/news/02/18/health.chocolate/index.html
http://www.chocolateinfo.com/nutrition/070699_04.html
http://www.cdc.gov/health/cardiov.htm
http://www.pbs.org/wgbh/nova/heart/
http://www.hc-sc.gc.ca/hppb/ahi/healthyheartkit/01_cholesterol/01_chol_control.htm
http://www.americanheart.org/

Student Bureau: Girl Scouts

1. What is the Girl Scouts of the United States of America? When was this organization established? How many Girl Scouts are there across the U.S.?

2. Where is Girl Scout Troop 7 located? What opportunities are available for members of this troop? What special trip is Troop 7 making? What sacrifices and compromises have the girls from Troop 7 made to participate in the Girl Scouts?

3. What opportunities do the Girl Scouts offer children? What types of skills can girls develop by participating in the organization? Have students conduct research to learn more about the Girl Scouts. After students share their findings, ask: How might Girl Scouts use the skills and knowledge they acquire through scouting later in life? If any of your students have belonged to the Girl Scouts, ask them to describe their experiences.

4. Point out to students that, on March 12, 2002, the Girl Scouts organization is celebrating its 90th anniversary. Divide your class into nine groups and assign each group a decade during the last 90 years. Instruct each group to conduct research to learn about the role of American women during its assigned decade. Ask students to identify key individuals and events that marked the evolution of women's roles during the decade. Have groups present their findings in chronological order. Then ask: How have women's roles changed over time? What factors influenced these changes? How have these changes impacted American society? What is your opinion of these changes?

   EXTENSION: Inform students that, according to the Girl Scouts, 64 percent of the women listed in "The Who's Who Among American Women" were Girl Scouts. Direct students to the last link below to access a list of noted Girl Scout alumni. Have each student prepare an oral report about the background, attributes and accomplishments of one of these women. After the reports, have students identify the extent to which these women embody the attributes and teachings of the Girl Scouts.

LINKS:
http://www.girlscouts.org/
http://www.girlscouts.org/90thanniversary/
http://www.familyeducation.com/article/1,1120,24-12688-0-4,00.html
http://server.saline.lib.mi.us/women.htm
http://www.iisg.nl/~womhist/vivalink.html
http://www.bono.com/dee/famous.html

EDITOR'S NOTE:
September 11, 2001
terrorism
Office of Homeland Security
George W. Bush

Machu Picchu
chocolate
Girl Scouts
Towers of Light

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CNN NEWSROOM Guide

March 13, 2002

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---------- PROGRAM RUNDOWN ----------

STORY ...SEGMENT...PROGRAM

CNN NEWSROOM OPEN ... 00:10... 00:10

TODAY'S NEWS ... 00:10...00:20

CNN STUDENT NEWS ... 00:10...00:30
Today's top stories

Lead Story: Cheney Trip/Mideast Violence ... 03:30...04:00
-Vice Pres. Cheney begins his tour of the Middle East.
-The violence in the Middle East spreads to Northern Israel.

In the Headlines ... 06:30...10:30
-Zimbabwe's election is marred by charges of fraud and corruption.
-Whoever assumes power in Zimbabwe will have to address its economic crisis.

News Focus: France Election ... 03:10...13:40
Nearly two dozen candidates seek to be France's next president.

Chronicle: Computer Passwords ... 02:35...16:15
Your computer password is probably an easy code to crack.

CNN STUDENT NEWS PERSPECTIVES ... 00:10...16:25
Daily Reports, features, and today's CNN Student Bureau story

Perspectives: The Incas: The Uros ... 04:45...21:10
The Uros have developed a unique lifestyle on the waters of Lake Titicaca.

Business Report: Argentina Bartering ... 02:00...23:10
The impoverished Toba tribe resorts to bartering to supply its people.

Student Bureau ... 02:25...25:35
How might increasing restrictions on student visas impact the U.S.?

Where in the World? ... 01:00...26:35
Answer: Argentina

CNN NEWSROOM CLOSE ... 01:25... 28:00

---------- CNN NEWSROOM STORIES ----------

CNN NEWSROOM OPEN

TODAY'S NEWS

Lead Story: Cheney Trip/Mideast Violence

1. What Middle Eastern nation did Vice President Dick Cheney visit yesterday? Why is Mr. Cheney visiting countries in the Middle East? Who is Jordan's current leader? What is King Abdullah's opinion of the War on Terrorism? Does he support the United States' tough stance on Iraq? Explain.

2. Review Vice President Dick Cheney's role in this mission to the Middle East. Then, point out to students that the Constitution of the United States (Article II, Section 1) established the office of vice president primarily to provide a successor in the event of the president's death, disability, or resignation.
    1. Direct students to the first three Web sites below and other resources to research the office of the vice president as it has evolved since its establishment by the framers of the Constitution.
    2. Pair students and assign each pair a U.S. vice president.
    3. Have each pair research the vice president's background, professional accomplishments, and the events that marked his vice presidency.
    4. After students share their findings, lead a class discussion on the factors that have impacted the profiles of vice presidents, such as presidential willingness to allow them to take on major responsibilities.

    Inform students that some political observers have said that Dick Cheney may be the most influential vice president to ever take office. Ask: What political profile did Dick Cheney bring to the position of vice president and how has his profile developed since he assumed office?

3. Where has new violence erupted between Israelis and Palestinians? Describe what Israeli authorities are doing in their hunt for terrorists and "terrorist infrastructure." What have Israeli authorities found in their hunt? How are Palestinians responding to the Israeli action? What evidence suggests that the conflict between the two sides "has turned to war"? Who is on his way to the region to try to broker a peace agreement? Why is it in the United States' best interest to engineer peace in this region?

4. Teachers: For a related CNNstudentnews.com article and educational materials, please visit: http://fyi.cnn.com/2002/fyi/news/03/12/cheney.trip/index.html.

    For a CNNstudentnews.com backgrounder on the Middle East, please go to: http://fyi.cnn.com/fyi/interactive/0108/mideast/index.html.

LINKS:
http://www.whitehouse.gov/vicepresident/
http://www.senate.gov/learning/brief_7.html

http://freedom.house.gov/electoral/constitution.asp
http://fyi.cnn.com/2002/WORLD/meast/03/12/mideast/index.html

In the Headlines: Zimbabwe Election

1. Who was left standing in line when Zimbabwe's polls closed Monday? Who is the leader of the primary opposition to President Mugabe? How has this leader responded to the way the government conducted this election?

2. What charges have been leveled against President Mugabe, both in this election and in the past? How does Mugabe characterize his opposition? What do his supporters say Mugabe has done to improve the lives of many black Zimbabweans? What circumstances and problems could bring about Mugabe's political demise?

3. Describe the scene outside the Zimbabwean supermarket. Why have these people spent three nights in line? What were experts predicting for Zimbabwe's economy this year? Have their predictions become reality? Who does the government blame for Zimbabwe's economic problems? Who do most Zimbabweans blame? How could this issue have an impact on Zimbabwe's political climate?

4. Direct groups of students to the Internet and other resources to learn more about Zimbabwe's economy. What are some of the nation's natural resources, exports and imports? What is the average per capita income? Have each group combine answers to these questions with other pertinent information to create an economic profile of the nation of Zimbabwe. Based on its information, have each group prepare a written economic plan of action for the winner of Zimbabwe's presidential election.

5. Teachers: For a related CNNstudentnews.com story and educational materials, please visit: http://fyi.cnn.com/2002/fyi/news/03/12/zimbabwe.elections/.

LINKS:
http://www.mdczimbabwe.com/
http://www.gta.gov.zw/
http://www.odci.gov/cia/publications/factbook/index.html

News Focus: France Election

1. How many candidates are running for president of France? Who are the two major candidates? What interests do some of the other candidates represent? What must these candidates do in order to be "officially certified"? Why is it in a candidate's financial interest to have his/her name placed on the ballot in France?

2. Why does the number of candidates in this race almost guarantee that there will be a runoff election? How could the multiple division of the "electoral cheese" affect the winner's political legitimacy?

3. Remind students that France has a multiparty political system. How would students describe the U.S. party system? In class discussion, compare and contrast multiparty systems, like that found in France, to a primarily dual party system, like the one found in the U.S. Direct students to the Internet and other resources to locate information on the political parties in France. What different interests do these parties represent? Discuss the political advantages and disadvantages of a multiparty versus a two-party system.

LINKS:
http://www.premier-ministre.gouv.fr/en/
http://www.odci.gov/cia/publications/factbook/index.html
http://www.info-france-usa.org/

Chronicle: Computer Passwords

1. Who is Professor Helen Petrie? What is her area of expertise? According to Petrie, why are many computer passwords easy to decipher? What can people do to keep hackers from deciphering their passwords?

2. What information might a hacker obtain by accessing a person's computer password? How could this information be misused? In your opinion, what should be the legal consequences for deciphering and using computer passwords?

3. Refer students to the first two links below and other resources to learn more about the psychology of computer passwords and the different ways that hackers access passwords. Then, have students compile their findings and create a brochure to educate their school community about this issue and how people can protect themselves from password theft.

4. Challenge your students to better understand what computer hacking is and the severity of the penalties for hacking. The last three Web sites below will help your students understand the terms, risks, and penalties involved in hacking, cracking, and cybercrime. Once your students have an understanding of the basics, set up groups and have each investigate a case from the past five years that involved computer hackers. Have each group document how much time and money the crime cost, as well as the consequences to the government, private businesses and private citizens. Have each group present its case. As a class, hypothesize how much computer hacking might cost U.S. citizens each year.

LINKS:
http://c1.zedo.com/ads2/i/3853/0/167000005/0/i.html?e=i;s=4;d=1;z=0.4578730337334744
http://college4.nytimes.com/guests/articles/2001/12/27/893265.xml
http://www.usdoj.gov/criminal/cybercrime/
http://www.netmeg.net/jargon/
http://www.w3.org/Security/Faq/www-security-faq.html

Perspectives: The Incas: The Uros

1. What is the world's highest navigable lake? Who are the Uros? Why did their ancestors leave their coastal settlements in the 16th century? How have the Uros built their lifestyle around the lake? Why are reeds so important to that lifestyle? What is the average lifespan of one of the reed islands? What happens when an island gets too heavy?

2. How did the Uros first react to the tourists who came to observe this lifestyle? How do the Uros respond to tourists now? What ancient ways still survive among the Uros? What examples of more modern life can one find among them? Why do you think many of the youngest Uros prefer the life they see in the town of Puno? Why do some of the adults prefer life on the lake?

3. How does geography impact the population and culture of a nation? Assist your students, working in

groups, in conducting an in-depth study of the geography of Peru. Distribute copies of outline maps of the country, and have groups fill in Peru's geographic features and population centers. Direct groups to research and share information about Peru's geography as it applies to its people. Point out, for instance, that Peru has a low percentage of arable land as a result of its varied terrain. Therefore, a very low percentage of its population is engaged in agriculture, meaning that the country has to import much of its food. What other conclusions can students draw about the people of Peru as they study the nation's geography? Specifically, how has geography dictated the lifestyle of the Uro people? Discuss.

4. Teachers: For a related classroom activity on the Incas, please see Riverdeep.net's "Telling the Secrets of Mountains." Go to:
http://www.riverdeep.net/teaching_the_news/news_2001/april/040901_explorer.jhtml.

   For more educational materials on the Incas, visit the homepage of Holt, Rinehart and Winston at: http://go.hrw.com/. In the Keyword space, type in **SG1 Brochure 12** for a project on "The Inca Trail to Machu Picchu." For a worksheet on "Adding Numbers the Maya Way," type **SG1 MAYA 8** in the Keyword space.

LINKS:
http://geography.about.com/library/maps/blperu.htm
http://members.tripod.com/~texcolca1/body/peru.html
http://www.tribes.co.uk/Pe_H_Titicaca.htm
http://gosouthamerica.about.com/library/weekly/aa102900a.htm

Business Report: Argentina Bartering

1. In what country does Sonia Diaz live? Where does she shop for the things she needs? Of what tribe is Diaz a member? Why have the Tobas set up this unique market?

2. What is bartering? For how long have the Tobas practiced bartering? How have Argentina's economic problems impacted the Tobas? How does bartering provide the Tobas with a means of economic survival?

3. Inform students that bartering has become one of Argentina's strongest growth industries during its four-year recession. Ask students why they think this is so. As a class, define the term "recession." Generate a class discussion about the ways that a recession impacts a country's economy and consumers. In times when unemployment is high and cash is scarce, how does bartering help consumers? Are there any downsides to bartering for the economy?

4. Divide the class into small groups. Have each group conduct research to learn more about bartering and its advantages and disadvantages. Groups will want to find out:
   1. why some people barter,
   2. the circumstances under which bartering is advantageous to the consumer,
   3. how to go about getting started in bartering,
   4. whether bartering is a taxable event, and
   5. what every consumer should know before engaging in bartering.

   Have each group present its findings. As a class, make a list of some items and services that young consumers currently purchase. Would students be willing to barter for any of these goods or services? If so, how would they determine what would be exchanged for each? Discuss.

LINKS:
http://www.chinadaily.net/cndy/2002-02-28/58587.html
http://frugalliving.about.com/cs/barter/index.htm?iam=dpile&terms=barter
http://entrepreneurs.about.com/library/weekly/1998/aa113098.htm?once=true&
http://www.odci.gov/cia/publications/factbook/geos/ar.html

Student Bureau: International Students

1. How many international students study in the U.S. each year? What do these students gain by studying in the U.S.? How do Americans benefit from the presence of international students? How much money did international students bring in to the U.S. economy during the 2000-2001 academic year? Why is the U.S. imposing tighter controls for obtaining student visas?

2. Inform students that, following the September 11 terrorist attacks, Senators Dianne Feinstein of California and John Kyl of Arizona proposed a bill to tighten student visa laws. Have students work in groups to learn more about the student visa issue and proposed changes to these laws, specifically focusing on the bill co-sponsored by Senators Feinstein and Kyl. Have groups share their findings in class discussion. Challenge each student to prepare a 2-3 minute television editorial in which he/she states his/her support for or opposition to the Feinstein-Kyl proposal. If possible, have students videotape their editorials and replay them for the class.

LINKS:
http://www.senate.gov/~feinstein/releases01/r-visas1.htm
http://www.uiowa.edu/~intl/OISS/documents/OISSacadDPTupdateJAN02.pdf
http://www.nafsa.org/content/publicpolicy/NAFSAontheIssues/monitoring.htm
http://www.ins.usdoj.gov/graphics/index.htm
http://www.ins.usdoj.gov/graphics/services/tempbenefits/sevp.htm
http://www.us-immigration.org/
http://travel.state.gov/index.html

EDITOR'S NOTE:
Dick Cheney
King Abdullah
terrorist infrastructure
Zimbabwe
electorate
password
Uros
barter

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CNN NEWSROOM Guide

March 14, 2002

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---------- PROGRAM RUNDOWN ----------

STORY ...SEGMENT...PROGRAM

CNN NEWSROOM OPEN ... 00:10... 00:10

TODAY'S NEWS ... 00:10...00:20

CNN STUDENT NEWS ... 00:10...00:30
Today's top stories

Lead Story: Mideast Conflict ... 04:10...04:40
-The U.N. Security Council votes to endorse a Palestinian state.
-The U.S. tries to revive a cease-fire between Israelis and Palestinians.

In the Headlines ... 02:30...07:10
Robert Mugabe is declared the winner of Zimbabwe's presidential election.

News Focus: Saddam Hussein ... 02:40...09:50
Television is the only place most Iraqis see their leader.

Chronicle: Spy Museum ... 03:30...13:20
A new museum profiles an activity usually kept under wraps.

CNN STUDENT NEWS PERSPECTIVES ... 00:10...13:30
Daily Reports, features, and today's CNN Student Bureau story

Perspectives: The Incas: Weavers ... 05:30...19:00
Andean weavers try to keep their ancient traditions alive.

Science Report: High School Brain Surgery ... 03:10...22:10
Students watch brain surgery in real time during science class.

Student Bureau ... 02:15...24:25
Mexican students share their views about wearing school uniforms.

Where in the World? ... 01:00...25:25
Answer: Mexico

Loch Ness ... 02:00...27:25

This tourist's vacation video reveals an unusual site.

CNN NEWSROOM CLOSE ... 00:35... 28:00

---------- CNN NEWSROOM STORIES ----------

CNN NEWSROOM OPEN

TODAY'S NEWS

Lead Story: Mideast Conflict

1. What head of state did Vice President Dick Cheney visit yesterday? What circumstances have overshadowed Cheney's visit to the Middle East? Describe the Mideast resolution passed by the United Nations Security Council yesterday. How did Mr. Cheney react to the resolution? Why do you think passage of this resolution is a significant event?

2. Who is Anthony Zinni? Why is he heading to the Middle East? Why has he been sent there twice before? Why, according to one analyst in the video, is this current conflict more intense than the others?

3. Who is George Tenet? Summarize the main points of the Tenet cease-fire plan. How are both Israelis and Palestinians responding to Zinni's visit? Has either side indicated it will accept the Tenet plan or any others Zinni might offer? Explain.

4. The question of Israel, Palestine and the related conflicts and occupations has commanded the attention of the U.N. since the organization was founded. Have students examine the international mandate of the U.N. and its involvement in the history of the Israeli-Palestinian story. Provide students with the following information, adapted from the United Nations Web site:

   The United Nations is an international organization of 188 sovereign States. It was founded after the Second World War to maintain international peace and security, develop friendly relations among nations and promote social progress, better living standards and human rights. The Member States are bound together by the principles of the U.N. Charter, an international treaty that spells out their rights and duties as members of the world community.

   The Security Council is the UN organ primarily responsible for maintaining international peace and security. Meeting on an almost continuous basis, it deals with crises as they arise. Under the Charter, the Council's decisions are legally binding, and Member States are obligated to carry them out.

   Direct students to the Internet and other resources to research the role of the United Nations as it relates to the Israeli-Palestinian conflict, historically and currently. Have students share their findings. Then, ask: Do you think the United Nations resolution is an effective step in the process of the establishment of a peaceful two-state Israeli-Palestinian region? Discuss.

5. Teachers: For a CNNstudentnews.com article and educational materials related to this story, please go

to:
http://fyi.cnn.com/2002/fyi/news/
03/13/palestinian.state/index.html.

LINKS:
http://www.cnn.com/SPECIALS/2001/mideast/
http://kids.infoplease.lycos.com/ipka/A0776421.html
http://www.middleeastwire.com/uae/stories/20011003_meno.shtml
http://news.bbc.co.uk/hi/english/world/middle_east/newsid_716000/716051.stm
http://www.stateofisrael.com/
http://www.knesset.gov.il/index.html

In the Headlines: Zimbabwe Election

1. What was the result of Zimbabwe's presidential election? Why did many people expect this result? Who is Morgan Tsvangirai? What was his reaction to his defeat at the polls?

2. What happened to those Zimbabweans who tried to protest the declaration of Robert Mugabe as the winner of this election? Why are international observers unhappy with the election? What does "fraudulent" mean?

3. Why do you think the army and police are being used to discourage post-election protests in Zimbabwe? In most democratic republics, political protest is a kind of safety valve, allowing the citizens a way to "vent" their displeasure with the government. Why do you think this is not the case in Zimbabwe? What message does President Mugabe's suppression of free speech send to the international community? What do you think could happen to Mugabe's government if citizens are not allowed to express their dissention?

4. Teachers, visit this CNNstudentnews.com site for a related story and educational materials: http://fyi.cnn.com/2002/fyi/news/
03/13/zimbabwe.elections/index.html.

LINKS:
http://www.cnn.com/2002/WORLD/africa/03/13/zimbabwe.election/index.html

News Focus: Saddam Hussein

1. Who is Saddam Hussein? Why is he spending an unprecedented amount of time on television? What does he do on television? Who are some of the people seen with him? Who are the Kurds?

2. Remind students that Saddam Hussein has been in the news a great deal lately, as President Bush considers action that might be taken against him as a leader of the "Axis of Evil." Challenge students to learn more about the history of the relationship between Saddam Hussein and the international community. Divide the class into groups. Direct each group to research the Iraqi actions that led to the Persian Gulf War, the results of the war, and the reasons why sanctions were imposed on Iraq. Have each group share its findings. Why do students think that Saddam Hussein is trying to bolster his power and image among the people of Iraq?

LINKS:
http://www.cnn.com/2002/ALLPOLITICS/03/13/bush.transcript/index.html

http://www.arab.net/iraq/history/iq_saddam.html
http://usinfo.state.gov/regional/nea/iraq/iraq99.htm
http://www.who2.com/saddamhussein.html
http://www.pbs.org/newshour/bb/middle_east/july-dec98/iraq_11-25.html
http://www.odci.gov/cia/publications/factbook/index.html

Chronicle: Spy Museum

1. What kind of museum will open this summer in Washington, D.C.? Why was this city chosen as the museum's site? Describe some of the items and exhibits visitors will be able to see at this museum.

2. According to the video, what are most "real" spies interested in doing? Who are Tony and Jonna Mendez? How did Tony Mendez use his talent to save American diplomats in Iran in 1980? What role do you think disguise plays in modern-day espionage?

3. Why do governments engage in espionage? What benefits do they derive from spying? What harm results when a government is the target of espionage? Have students work in groups to research espionage efforts throughout history, and share their findings. Discuss the reasons why most governments commit great resources to espionage, as well as the reasons why most governments impose maximum sentences on those convicted of espionage against them.

LINKS:
http://foia.fbi.gov/spies.htm
http://www.cnn.com/SPECIALS/cold.war/experience/spies/
http://www.spymuseum.org/

Perspectives: The Incas: Weavers

1. How old is Alina Cusihuaman? Why is she learning to weave as her ancestors once did? What is the purpose of the Center for Traditional Textiles? Where is the center located? Who founded this center?

2. Describe the steps in the Incan weaving process. What is the criteria for acceptance into the center's weaving program? What is the significance of the different weaving designs that are produced? How does the weaver know how to create each design? How are belts and straps made by the weavers? What is a loom?

3. Why do you think young people like Alina want to keep the ancient weaving tradition alive? Why do you think handmade items like those created by the weavers are recognized as art? In a modern world where most goods can be produced quickly and inexpensively, why do handmade products still have value to many people? Does your family have any handmade traditions that have been passed down for generations? If so, describe some of these crafts or art for the class, and explain how these traditions have been preserved.

4. Teachers: For more educational materials on the Incas, visit the homepage of Holt, Rinehart and Winston at: http://go.hrw.com/. In the Keyword space, type in **SG1 Brochure 12** for a project on "The Inca Trail to Machu Picchu." For a worksheet on "Adding Numbers the Maya Way," type **SG1 MAYA 8** in the Keyword space.

LINKS:

http://www.incas.org/
http://www.incas.org/SPChinchero.htm
http://www.theincas.com/

Science Report: High School Brain Surgery

1. Why are students in the video watching surgeons remove an acoustic neuroma from a sixty-year-old woman? What are some questions students asked the surgeons during the procedure? From what location are students watching the surgery? What are some careers they are exposed to during this activity?

2. What is Brain Works? How does the program operate? What is the goal of the program? Who is Evelyn Maurice? Who decides what interaction will take place between the students and the science center? What other ways can you think of to expose students to "real world" science?

3. Brainstorm with the class a list of biological concepts that students might be exposed to as a result of this program. Have a student write this list on the board. Ask: Would you be able to fully understand these concepts from watching and listening to surgeons perform brain surgery? Why or why not? How might you expand your knowledge of the concepts introduced to you in a program like Brain Works?

4. Group students. Have each group research and create a diagram of the brain and a chart that illustrates which parts of the body are controlled by the cerebrum, the cerebellum, the diencephalon and the brain stem. Each group should choose one of these regions and describe its function. For example, the cerebellum coordinates ongoing movements and helps maintain balance and posture. Have students share their findings with the class. Then, ask: How do the functions of the cerebral hemispheres, cerebellum and brain stem differ?

5. Point out to students that many aspects of human adolescence may be rooted in the teen brain. As a class, brainstorm a list of general emotional and mental characteristics of the teen years, such as sleepiness, rebelliousness or lack of self-control. Write these characteristics on the board. Divide the class into small groups. Challenge each group to choose one characteristic and determine to what extent, if any, that characteristic can be tied to the brain. If the characteristic can be linked to the teen brain, have the group examine the biology involved (for example, what part of the brain houses this emotion or condition and how the teen brain may be conducive to it). Have each group present its information to the class. Next, discuss environmental/external factors that might play a role in teen behavior and characteristics. Do students think the teen mind is more a product of biology or society? Why?

6. Teachers, you may want to revisit the Daily Guide from the special on "Your Brain," which aired on December 6. Go to:
http://turnerlearning.com/newsroom/
archive/1200/NR120600.html.

   EXTENSION: What types of careers are related to brain surgery? Have each student select one of these careers and conduct further research about the education and training required and the career's role in brain surgery. Have students share their findings in two to three minute presentations.

LINKS:
http://www.lsc.org/online_science/brainpower/brainpower.html
http://www.waiting.com/brainfuncthree.html

http://biology.about.com/library/organs/brain/blbrain.htm?once=true&
http://www.psyweb.com/Brain/brains0.html
http://fyi.cnn.com/fyi/interactive/news/brain/index.html
http://fyi.cnn.com/fyi/interactive/news/brain/lp.structure.function.html

Student Bureau: Mexico School Uniforms

1. How many Mexican schools require students to wear school uniforms? What do the uniforms' colors signify? How do Mexican students feel about wearing school uniforms? Does your school have a dress code? If so, what is your opinion of the code?

2. Divide your class into two groups to debate whether public school students should wear uniforms. Instruct students to support their opinions with anecdotal research. Pose the following questions to help students prepare for the debate:
   - Is it important for kids to express their personality through dress?
   - What social and academic problems exist in U.S. schools?
   - Can uniforms improve U.S. schools?
   - Do uniforms help students focus on academics?
   - Do school uniforms infringe on children's civil rights?

   Following the debate, have students consider whether the potential benefits of wearing uniforms outweigh any loss of freedom.

LINKS:
http://www.geocities.com/school_uniforms/report2.html
http://www.ed.gov/updates/uniforms.html

Loch Ness

1. Where did Bobby Pollock spend his last vacation? Where is Loch Ness? For what has the lake become known? What did Pollock first think he had captured on video? What is the nickname of the Loch Ness monster? How are Pollock's friends and co-workers treating him since he has captured "Nellie" on film? Why do you think the Loch Ness monster is the subject of so much public interest and speculation?

2. Point out to students that many would consider the Loch Ness monster an example of a mythical creature, and that many different cultures have mythical creatures. Challenge students to brainstorm a list of other mythical creatures, such as mermaids, leprechauns, dragons, unicorns, and Bigfoot. Then, have each student select a creature from the list and prepare a presentation about its origin and the myths surrounding the creature. Have students present their findings and discuss whether or not they think these creatures actually exist.

LINKS:
http://www.nessie.co.uk/

EDITOR'S NOTE:
U.N. Security Council
Palestinian state
Dick Cheney
Hosni Mubarak

Saddam Hussein
espionage
brain surgery
Loch Ness

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CNN NEWSROOM Guide

March 15, 2002

Teachers: Visit http://fyi.cnn.com/2001/fyi/news/10/26/inca.overview/index.html for CNNstudentnews.com materials on The Incas, airing this week on CNN Student News.

---------- PROGRAM RUNDOWN ----------

STORY ...SEGMENT...PROGRAM

CNN NEWSROOM OPEN ... 00:10... 00:10

TODAY'S NEWS ... 00:10...00:20

CNN STUDENT NEWS ... 00:10...00:30
Today's top stories

Lead Story: Mideast Conflict ... 05:50...06:20
-Anthony Zinni's mission in the Mideast is "a tall order."
-CNN's Michael Holmes surveys Israelis and Palestinians on the prospects for peace.

Ask CNN ... 01:20...07:40
What is the difference between a "prime minister" and a "president"?

News Focus: Zimbabwe Election Aftermath ... 05:40...13:20
-Observers cite widespread problems with Zimbabwe's presidential election.
-Britain and the U.S. lead world condemnation of Robert Mugabe's victory.

Chronicle: Peru's Digital Divide ... 01:40...15:00
Living in the Digitial Age is a distant dream for Peru's indigenous people.

CNN STUDENT NEWS PERSPECTIVES ... 00:10...15:10
Daily Reports, features, and today's CNN Student Bureau story

Perspectives: The Incas: Incas Today ... 04:20...19:30
Modern Peru struggles to maintain aspects of its ancient Inca culture.

Week in Review: 9/11: A Changed World ... 03:40...23:10
The September 11 tragedy has transformed the U.S. and the world.

Student Bureau ... 02:55...26:05
Some U.S. schools are starting later so that students can get more sleep.

Where in the World? ... 01:00...27:05
Answer: Peru

CNN NEWSROOM CLOSE ... 00:55... 28:00

---------- CNN NEWSROOM STORIES ----------

CNN NEWSROOM OPEN

TODAY'S NEWS

Lead Story: Mideast Conflict

1. Who is Anthony Zinni? Why is he in Tel Aviv? What decision did Israel make yesterday regarding its military presence in the town of Ramallah? How has the Bush administration responded to this action? How might a complete withdrawal of recently occupied areas facilitate Zinni's mission? What is the Bush adminstration asking of Palestinian leader Yasser Arafat?

2. Why is Anthony Zinni's mission to the Middle East being described as "a tall order"? What will Zinni suggest to make the cease-fire stick? What is the model for this monitoring group? What is Zinni's first hurdle in this latest peace effort?

3. What Israeli city is known as "the Miami of the Middle East"? Why? How has life in Tel Aviv changed over the past several months? How are the residents of Tel Aviv responding to the threat of violence in their city? What do some of the individuals in the video expect from Anthony Zinni's peace mission? Do they feel a cease-fire would work? Explain. How do the Palestinians interviewed in the video feel about the prospects for peace in their region? Why are many afraid?

4. The situation in the Middle East is a complicated one. If your students are unfamiliar with the conflict in the Middle East, use this opportunity to help them research the players and the issues involved. Assist students in conducting research to learn more about the Israeli and Palestinian leaders and each side's claim to statehood in the region, as well as specific areas of dispute, such as the city of Jerusalem. Have students combine their information into an informative resource on the Middle East conflict. Your students may want to consult the CNNstudentnews.com Backgrounder on the Middle East, at http://fyi.cnn.com/fyi/interactive/0108/mideast/index.html.

LINKS:
http://www.cnn.com/2002/WORLD/meast/03/14/mideast.bomb/index.html
http://menic.utexas.edu/menic/

News Focus: Zimbabwe Election Aftermath

1. What is the Commonwealth Observer Group? What problems with Zimbabwe's presidential election did this group note? What was the general conclusion of the Commonwealth Observer Group on the election? What Zimbabwean organization has also launched charges against the Mugabe government? How does the Congress of Trade Unions claim its constitutional rights were violated?

2. In the video, we hear that the observers "blamed the ruling party for using its incumbency to exploit state resources for the benefit of the campaign..." What is "incumbency"? How do you think an

incumbent might "exploit" government resources for his/her benefit? Based on what you know about Zimbabwe's election, do you think President Mugabe abused his incumbency? Explain.

3. How has the British Parliament reacted to the outcome of Zimbabwe's elections? How does this contrast with the reaction of some African nations like South Africa? What members of the international community have voiced condemnation for the outcome of the election? What measures could the international community take in response to the election's outcome? What effect could tougher international sanctions have on the people of Zimbabwe? How might these sanctions work to President Mugabe's political advantage or to his demise? Which do you think would result? Why?

4. One anonymous Zimbabwean has told journalists of a heavy presence of Zanu-PF militia at the elections. The militia were codenamed "Talibans" by some voters and observers. Refer back to recent news events: Who are the Taliban? Why do you think some Zimbabweans referred to government militia this way?

5. Teachers: For a CNNstudentnews.com story and educational materials on Zimbabwe's election, please visit:
http://fyi.cnn.com/2002/fyi/news/03/13/zimbabwe.elections/index.html.

LINKS:
http://fyi.cnn.com/2002/WORLD/africa/03/14/zimbabwe.mandate/index.html
http://www.odci.gov/cia/publications/factbook/index.html
http://news.bbc.co.uk/hi/english/world/africa/newsid_749000/749078.stm
http://news.bbc.co.uk/hi/english/world/africa/newsid_1868000/1868790.stm

Chronicle: Peru's Digital Divide

1. Who are the Ashaninka Indians? Where have they lived for centuries? How has their relative isolation benefited their culture, but hurt their economic quality of life? What happened to change this in 1999?

2. From whom did the Ashaninka Indians get their computer? How did it change their lives? How could it have changed the lives of others worldwide? Why was the village's Internet service shut down six months after it started its Web site? What has been the impact of the loss of the Internet on the Ashaninka?

3. Ask students: What is the "Digital Divide"? Do you think it is important that both industrialized and developing nations have access to the Internet? Have them consider the effects of the Internet on education, businesses, health and science. Then, refer students to online resources to investigate the benefits and drawbacks of opening information markets in developing countries. Do you think opening these markets will create opportunities, or increase the information gap between rich and poor countries? Explain.

4. Why does the Digital Divide exist in Peru and other developing nations? Challenge your class to brainstorm a list of ways that international agencies and industrialized nations can help bridge the Digital Divide in developing nations. Then, have groups consult online and other resources to learn what the international community is actually doing to help developing nations become e-players. After groups share their findings, refer students back to the video, and ask: If you were an owner of a telecommunications company or private Internet service, would you invest money to help the

Ashaninka village establish its Internet infrastructure? Why or why not? Explain.

LINKS:
http://www.digitaldividenetwork.org/content/sections/index.cfm?key=20
http://www.pbs.org/digitaldivide/
http://www.washington.edu/wto/digital/

Perspectives: The Incas: Incas Today

1. Where do Sulma, Marlene and Alicia live? What is their cultural heritage? How do they feel about their heritage? What language do the girls' parents speak? What language do the girls speak among themselves? Why do they speak Spanish more often than they speak Quechua?

2. Who is the current president of Peru? What is his cultural heritage? What is he doing to try to preserve the Quechua language? What modern challenges confront the preservation of Peru's ancient culture? Which traditions seem to be dying? Which are holding on, even in modern times? What do you think the teens mean when they say they want their lives to be a "hybrid" combination of past and present? If you were a Peruvian teenager whose family spoke Quechua, do you think you would be interested in continuing the language or abandoning it in favor of Spanish? Why?

3. Ask students to consider aspects of their own cultural heritage that they would like to preserve for future generations. These cultural elements might include language, music, dress, customs, family names, and holiday traditions. Have each student consult family members and other resources to learn more about one aspect of his/her cultural identity that he/she feels is worth preserving. Direct each student to offer a presentation on this cultural treasure, its origin and significance, and what the student plans to do to help preserve it.

4. Teachers: For more educational materials on the Incas, visit the homepage of Holt, Rinehart and Winston at: http://go.hrw.com/. In the Keyword space, type in **SG1 Brochure 12** for a project on "The Inca Trail to Machu Picchu." For a worksheet on "Adding Numbers the Maya Way," type **SG1 MAYA 8** in the Keyword space.

LINKS:
http://www.incas.org/
http://www.incas.org/SPChinchero.htm
http://www.theincas.com/

Week in Review: 9/11: A Changed World

1. How have the events of September 11 transformed the U.S. and the world? What events were held this week to commemorate the 9/11 terrorist attacks? Which of the commemorative events and 9/11 memorials did you find the most moving? Why? To whom is this CNN Student News segment dedicated? Are there additional images or elements that you think should have been included in this segment? If so, what are they?

2. Teachers: For a related CNNstudentnews.com story and educational materials, go to: http://fyi.cnn.com/2002/fyi/news/03/11/six.months/index.html.

   For a list of CNN Student News educational materials on the Attack on America, please visit:

http://turnerlearning.com/newsroom/specials.html.

3. Teachers and students: Test your knowledge of this week's news! Check out the Weekly News Quiz on CNNstudentnews.com.

LINKS:
http://www.cnn.com/2002/US/03/11/nation.remembers/
http://www.cnn.com/2002/US/03/11/bush.memorial/index.html
http://www.cnn.com/2002/US/03/11/giuliani.cnna/index.html
http://news.bbc.co.uk/hi/english/world/americas/newsid_1867000/1867886.stm
http://fyi.cnn.com/2002/fyi/news/03/11/six.months/

Student Bureau: Late Start Time

1. Why is it important for young people to get enough sleep? According to a Gallup Youth Survey, how many teens would rather start school later to get more sleep? Which U.S. states have instituted late school start times?

2. What time do classes begin at your school? How does this start time impact you, your parents and your teachers? Do you think starting school late is a good idea? Why or why not? If so, what time do you think school should begin?

3. Point out to students that, according to the American Sleep Disorders Association, "The average teenager needs around 9.5 hours of sleep per night." Ask students: How many hours of sleep do you need a night? How many hours do you actually get? Have you ever suffered from sleep deprivation? If so, why? How did it make you feel, physically and emotionally? How did being sleep deprived impact your life? Were you able to resolve your sleeping problems? If so, how?

   Are you suffering from sleep deprivation? Take a short Sleep Test at CNN.com and find out.

4. Inform students that there are many health problems associated with sleep deprivation, such as increased stress, anxiety and depression. In addition, studies indicate that sleep deprivation is associated with headaches, high blood pressure, and other ailments. Direct students to the links below to learn more about the causes of, physical and psychological effects of, and treatments for sleep deprivation. After students share their findings, initiate a "Sleep Awareness Week" at your school, and have your class distribute information on sleep deprivation and tips for getting a good night's sleep.

5. Teachers: For more information on sleep deprivation, check out the following Riverdeep.net site:
   http://www.riverdeep.net/current/2001/12/123101_sleep.jhtml?elementId=%2Fteaching_the_news%2Fnews_2001%2Fdecember%2F123101_sleep.jhtml

LINKS:
http://www.aolsvc.worldbook.aol.com/wbol/wbPage/na/ar/co/514140?op1=&st1=Sleep&op2=&st2=&op3=
http://parentingteens.about.com/library/weekly/aa070500a.htm
http://www.sleepnet.com/depriv.htm
http://www.sleepfoundation.org/

EDITOR'S NOTE:

Anthony Zinni
Tel Aviv
commonwealth
Zimbabwe
Digital Divide
Internet infrastructure
Incas
Peru

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CNN NEWSROOM Guide

March 18, 2002

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---------- PROGRAM RUNDOWN ----------

STORY ...SEGMENT...PROGRAM

CNN NEWSROOM OPEN ... 00:15... 00:15

TODAY'S NEWS ... 00:45...01:00

CNN STUDENT NEWS ... 00:10...01:10
Today's top stories

Lead Story: Cheney in the Mideast ... 05:20...06:30
-Israeli-Palestinian violence overshadows Dick Cheney's Mideast tour.
-President Bush won't rule out using nuclear weapons to defend the U.S.

News Focus: Glimpse of Islam ... 04:30...11:00
Unbeknownst to many, Christianity and Islam have many similarities.

Chronicle: A Changed World ... 03:35...14:35
In a unique exhibit, artists express their feelings about the 9/11 attacks.

CNN STUDENT NEWS PERSPECTIVES ... 00:10...14:45
Daily Reports, features, and today's CNN Student Bureau story

Perspectives: Afghan Kids ... 02:55...17:40
A center in Kabul tries to give Afghan kids what they've lost in two decades of war.

Culture Report: DNA Mummy ... 02:20...20:00
DNA testing of a mummy may reveal long-missing Egyptian pharaoh Ramses I.

Irish Dancing ... 02:45...22:45
Irish dancing has become popular throughout the world.

Student Bureau ... 02:25...25:10
Muslims in Lansing, Michigan are the targets of discrimination.

Where in the World? ... 01:00...26:10
Answer: Ireland

CNN NEWSROOM CLOSE ... 01:50... 28:00

---------- CNN NEWSROOM STORIES ----------

CNN NEWSROOM OPEN

TODAY'S NEWS

Lead Story: Cheney in the Mideast

1. Who is Anthony Zinni? Why is he in Tel Aviv? What is the status of the Israeli-Palestinian conflict? What is the Tenet cease-fire plan?

2. Why is Vice President Dick Cheney visiting countries in the Middle East? With which Middle Eastern leaders did Mr. Cheney visit this weekend? Do these leaders support the United States' tough stance on Iraq? Explain.

3. Which 12 countries will Mr. Cheney have visited on his Middle East tour? Divide your class into small groups and have each group prepare a brief profile on one of these 12 nations. Have each group identify the nation's position on the Israeli-Palestinian violence, why the country is strategically important to the U.S.-led War on Terrorism, and whether its leaders support America's stance on Iraq. After groups present their research, refer students to http://www.cnn.com/interactive/us/0203/tenet.plan/frameset.exclude.html to review the main points of the Tenet cease-fire plan. Then ask: How might the acceptance of this plan impact the 12 Middle Eastern nations, and Mr. Cheney's ability to build support among Arab leaders for tougher U.S. action against Iraq? Discuss.

   Teachers: You can access a CNNstudentnews.com Backgrounder on the Middle East, at http://fyi.cnn.com/fyi/interactive/0108/mideast/index.html.

4. Why do U.S. presidents conduct "nuclear reviews"? What is the international Nuclear Non-Proliferation Treaty? How does this treaty benefit non-nuclear countries? What "new generation" of nuclear weapons does President George W. Bush support? What is Mr. Bush's stance on his country's use of nuclear weapons?

5. Share the following recent comment made by Mr. Bush: "One thing I will not allow is a nation, such as Iraq, to threaten our very future by developing weapons of mass destruction." Have students consider the political significance of this statement. Is Bush threatening a conventional invasion? A nuclear attack? What do you think? Do you support Bush's position on the proliferation and use of nuclear weapons? Why or why not? Do you think the possession of nuclear weapons is an effective deterrent against terrorism by rogue states? State your rationale.

LINKS:
http://www.cnn.com/2002/WORLD/meast/03/17/mideast.meeting/index.html
http://www.cnn.com/2002/WORLD/meast/03/17/cheney.qatar/index.html
http://www.cnn.com/2002/WORLD/meast/03/17/king.cheney.otsc/index.html
http://www.cnn.com/SPECIALS/2001/mideast/interactive/timeline/frameset.exclude.html
http://cnn.com/2002/WORLD/asiapcf/east/03/13/nkorea.nuclear.bush/index.html

News Focus: Glimpse of Islam

1. What religion do Muslims practice? Who was Mohammed? What is the Koran? What evidence suggests that there are many similarities between Islam and Christianity? What is "jihad"? According to Islamic scholars, how has the term jihad become "perverted"? What evidence suggests that it is dangerous for people to believe that one faith is superior to all others? Why is it important that people try to understand different religious beliefs?

2. Encourage your students to investigate the basic principals of Islam and its position on violence. Point out that many nationalities and religions, including Islam, were victimized by the horrific attacks that took place on September 11. Your students can read about one Muslim-American family that lost a loved one in one of these attacks by going to the last Web site below.

3. How does Islam compare to Christianity and Judaism? Ask students to create graphic organizers that compare the three religions, using current social studies texts, reference materials, and the links below. After graphic organizers are complete, have students discuss the similarities and differences among these religions. How might this information be used to reduce the stereotypes and stigma that are associated with Islam? Discuss.

LINKS:
http://www.islam-guide.com/
http://www.arches.uga.edu/~godlas/
http://judaism.miningco.com/
http://www.rcls.org/deskref/Religion/Catholicism/
http://www.cnn.com/2001/US/09/18/vic.muslims.victims/

Chronicle: A Changed World

1. What art exhibit is featured in this CNN Student News segment? Where is the exhibit being held? What criteria did exhibitors follow? Of the featured pieces of art, which did you find most moving? Why? In your opinion, how might this exhibit benefit the general public, the exhibitors and the city of New York? Discuss.

2. Ask students: How have the events of September 11 altered people's perceptions of the world and their behavior toward others? Have the terrorist attacks affected your daily life? Discuss.

3. Using an 8-1/2 x 11" piece of paper, instruct each student to create a painting, drawing, photograph, collage or poem that expresses his/her reaction to the September 11 attacks. Have students share their work with the class and discuss how they felt about the creative process. Exhibit your students' artwork online or in your school's library.

LINKS:
http://www.exitart.org/
http://www.aptoshs.pv.k12.ca.us/images/wtc/
http://www.cnn.com/2002/US/03/11/nation.remembers/

Perspectives: Afghan Kids

1. How are the children of Kabul like children you know? How are the lives of most Afghan children

different from those you know? Why are there so many street children in Kabul? What recent events have denied most Afghan kids of at least one parent? What "new role" has war and famine forced many Afghan children to take on?

2. Where is the Aschiana Children's Center located? When and how did it get its start? What does the center do for Kabul's children? How are the center's programs funded? In spite of its programs aimed at helping children, why are many parents "disgruntled" when their children go there?

3. How have more than two decades of war impacted Afghanistan's youngest citizens? Divide the class into small groups. Direct each group to conduct research to learn more about events that have transpired in Afghanistan since 1980, including wars, natural disasters, and the rise and fall of the Taliban. Have each group present its findings. Challenge students to put themselves in the places of young Afghans: What long-term physical and psychological effects will these children bear? Discuss how the physical and emotional scars of the past two decades are likely to impact Afghan society and the rebuilding of the country.

LINKS:
http://www.cia.gov/cia/publications/factbook/geos/af.html
http://www.oneworld.org/ips2/oct/afghan.html
http://www.savethechildren.org/
http://www.unhcr.ch/cgi-bin/texis/vtx/home

Culture Report: DNA Mummy

1. What is a curator? Why are curators at the Michael C. Carlos Museum at Emory University thrilled about one of the museum's mummies? Which scientists are investigating the identity of the mummy whom they speculate might be Ramses I? What clues have led these scientists to believe that they might be in possession of Ramses I? What scientific methods will researchers use to try to determine the mummy's identity? If the mummy under scrutiny is Ramses I, what does Emory University plan to do with the mummified pharaoh?

2. Solving mysteries of the past by using technology has become common scientific practice. Do you think it is important for scientists "to make the leap from academic debate to scientific proof" in regard to the identity of the mummy of Ramses I? Why or why not? Have students consider how tracing the mummy's identity by DNA testing might benefit the scientific and medical community, as well as society in general. Discuss.

3. Point out to students that Egyptology is the study of Egyptian antiquity (life and culture of people of ancient times). Using the Web sites below, and other resources, have students research the funeral and mummification rituals of ancient Egypt, and use the information to theorize about the Egyptians' perceptions of life and death.

   EXTENSION: As a class, brainstorm a list of ancient cultures for study such as the Chinese, Greek, Roman, Babylonian, Anasazi, Celtic, Mayan, Inca and Viking cultures. Group students and direct them to select one of these cultures. Then, have groups conduct research to learn about the cultures' perceptions of life and death including their funeral and mummification rituals.

   After groups present their findings, lead a class discussion on the similarities and differences between the various cultures' perspectives on life and death. Ask: What factors, such as religion, geography and social structure, might account for the differences and similarities of the extinct and extant

societies? In your opinion, is there any relationship between the extinct cultures' life and death perspectives and the disappearance of these civilizations? Explain. Do you think there is a relationship between the extant cultures' life and death perspectives and the continuing existence of these groups of people? Discuss.

LINKS:
http://www.egyptology.com/
http://www.newton.cam.ac.uk/egypt/
http://www.osirisweb.com/egypt/
http://www.akhet.co.uk/index.htm
http://www.cnn.com/2000/fyi/news/11/30/mummy/
http://www.kuhnslagoon.net/os_links/anc_civ.htm

Irish Dancing

1. What type of dance is featured in this video segment? How would you describe this type of dance? How did it get its start? What evidence suggests that Irish dance has become increasingly popular throughout the world? What is your opinion of Irish dance?

2. Why do you think Irish dance is considered a cultural art form? Can you think of other types of cultural dances? Explain. Why do you think African, Celtic, Latin and other cultural dances have become increasingly popular in recent years? Would you like to learn any of these dances? If so, which ones? Why?

3. Challenge groups of students to conduct research into different aspects of Irish culture, including art, music, dance, folklore and history. Have students share their findings with the class. Discuss how influences of Irish culture can be found in students' everyday lives, as well as around the world.

LINKS:
http://www.irelandseye.com/dance.html
http://ic.net/~erasmus/RAZ30.HTM
http://www.ireland.com/

Student Bureau: Muslim Reaction

1. How many people of Arab-American descent live in the Lansing, Michigan area? How many Muslim Americans has the FBI questioned since the September 11 terrorist attacks? How have the attacks impacted Muslim students at Michigan State University? How do these people feel about being the target of discrimination? Why do you think this racial backlash has occurred?

2. Challenge students to comb multimedia news sources to identify whether racial backlash from the September 11 attacks has occurred in other U.S. communities. After students share their findings, point out that fear and ignorance are two of the main reasons why people become prejudiced and discriminate. Then ask: What can be done to deal with the racial backlash that has occurred as a result of the September 11 attacks?

3. If you would like students to learn more about Islam and the Muslim culture, check out the following CNNstudentnews.com discussion activity: http://fyi.cnn.com/2001/fyi/lesson.plans/09/20/muslim.student.mood/index.html.

LINKS:
http://www.adc.org/terror_attack/hartres.htm
http://news.bbc.co.uk/hi/english/world/americas/newsid_1540000/1540371.stm
http://usinfo.state.gov/usa/islam/a101001a.htm
http://www.cair-net.org/
http://www.muslimcenter.org/

EDITOR'S NOTE:
Tenet cease-fire plan
nuclear weapons
Islam
art exhibit
terrorist attacks
Irish dancing
DNA
racial backlash

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CNN NEWSROOM Guide

March 19, 2002

Teachers: Today's CNN STUDENT NEWS program was pre-empted to allow live coverage of the Cheney-Sharon press conference from the Middle East. You may want to use the following questions and activities as your students follow the developments in this region.

---------- PROGRAM RUNDOWN ----------

STORY ...SEGMENT...PROGRAM

CNN NEWSROOM OPEN ... 00:00... 00:00

TODAY'S NEWS ... 00:00...00:00

Cheney in the Mideast ... 28:00...28:00
-Israel agrees to withdraw troops from Palestinian occupied areas.
-Efforts are underway to broker an Israeli-Palestinian cease-fire agreement.

CNN NEWSROOM CLOSE ... 00:00... 28:00

---------- CNN NEWSROOM STORIES ----------

CNN NEWSROOM OPEN

TODAY'S NEWS

Cheney in the Mideast

1. From which areas are Israeli troops planning to withdraw? What is the purpose of U.S. Vice President Dick Cheney's trip to Israel? Who is Anthony Zinni? Why is he in Israel? What efforts have Israeli and Palestinian leaders and Mr. Zinni taken to reach a cease-fire agreement? Under what conditions has Israeli Prime Minister Ariel Sharon agreed to withdraw Israeli troops? Do you think Mr. Cheney should meet with Palestinian Authority President Yasser Arafat? State your rationale.

2. What is the Tenet plan? What is the Mitchell report? What is the relationship between these two peace plans?

3. Teachers: For an article and teaching activity on the potential impact of the Tenet and Mitchell plans, go to the following CNNstudentnews.com site: http://fyi.cnn.com/2002/fyi/lesson.plans/03/18/cheney.trip.update/.

Also, you can access a CNNstudentnews.com Backgrounder on the Middle East, at http://fyi.cnn.com/fyi/interactive/0108/mideast/index.html.

LINKS:
http://www.cnn.com/2002/WORLD/meast/03/18/mideast/index.html
http://www.cnn.com/SPECIALS/2001/mideast/

EDITOR'S NOTE:
Dick Cheney
Ariel Sharon
Yasser Arafat
Israelis
Palestinians
cease-fire
Tenet Plan
Mitchell Report

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CNN NEWSROOM Guide

March 20, 2002

Teachers: Visit CNNstudentnews.com for the Special, "Bugs: Can't Live Without Them." Also, be sure to watch Michael McManus' Science Report on bugs tomorrow on CNN Student News.

---------- PROGRAM RUNDOWN ----------

STORY ...SEGMENT...PROGRAM

CNN NEWSROOM OPEN ... 00:15... 00:15

TODAY'S NEWS ... 00:40...00:55

CNN STUDENT NEWS ... 00:10...01:05
Today's top stories

Lead Story: Mideast Conflict ... 02:45...03:50
The Bush administration changes its stance on the Mideast conflict.

Meeting the Martyrs ... 03:00...06:50
CNN's Christiane Amanpour interviews Palestinian militants.

News Focus: Microsoft ... 03:30...10:20
U.S. states go after Microsoft.

Chronicle: Sylvia Earle ... 06:00...16:20
Dr. Sylvia Earle has made protection of the world's oceans her life's work.

CNN STUDENT NEWS PERSPECTIVES ... 00:10...16:30
Daily Reports, features, and today's CNN Student Bureau story

Perspectives: Afghan Central Bank ... 03:40...20:10
Afghanistan's Central Bank reflects a banking system in shambles.

Business Report: Safe Deposit Boxes ... 03:10...23:20
Safe deposit boxes may not be as formidable as you think.

Student Bureau ... 02:15...25:35
Local charities are losing money as a result of the 9/11 attacks.

Where in the World? ... 01:00...26:35
Answer: Afghanistan

CNN NEWSROOM CLOSE ... 01:25... 28:00

---------- CNN NEWSROOM STORIES ----------

CNN NEWSROOM OPEN

TODAY'S NEWS

Lead Story: Mideast Conflict

1. Why did U.S. Vice President Dick Cheney visit Israel? What is the status of the Israeli-Palestinian conflict? From which areas did Israeli troops withdraw?

2. How and why has the Bush administration changed its strategy regarding the Israeli-Palestinian conflict? Do you support this new strategy? Why or why not? Do you think Mr. Cheney should meet with Palestinian Authority President Yasser Arafat? State your rationale.

3. Why is Turkey strategically important to the U.S.? Why does the U.S. need to have access to the Incirlik Air Base? Do Turkish leaders support the United States' tough stance on Iraq? Explain.

4. Direct student groups to multimedia resources to learn about Turkey's relationship with the U.S. and Iraq since the Gulf War. How has Turkey been affected by the sanctions against Iraq? Have groups present their findings. Next, as a class, consider the potential military, political, and economic consequences for Turkey should the U.S. take action against Iraq. Then, ask: What diplomatic issues might Mr. Cheney face during his meeting with Turkish leaders? How should the Bush administration handle its diplomatic relationship with Turkey at this point in time? What, if anything, should the U.S. do to preserve its relationship with Turkey in the event it goes to war with Iraq? Discuss.

LINKS:
http://cnn.com/2002/WORLD/meast/03/19/king.otsc/index.html
http://www.cnn.com/2002/WORLD/meast/03/19/mideast.withdrawal/index.html
http://www.cnn.com/SPECIALS/2001/mideast/

Meeting the Martyrs

1. With what Palestinian militant group did CNN's Christiane Amanpour meet? Why are members of the Al-Aqsa Martyrs Brigade attacking Israeli citizens? Under what circumstances would these militants stop their attacks? Why did Israeli troops raid the Jabaliya refugee camp in northern Gaza? How is the cycle of violence affecting Palestinian children and their families? Do you think the Al-Aqsa Martyrs Brigade's attacks against Israeli citizens are justified? State your rationale.

2. The situation in the Middle East is complicated. If your students are unfamiliar with the conflict in the Middle East, use this opportunity to help them research the players and the issues involved. Assist students in conducting research to learn more about the Israeli and Palestinian leaders and each side's claim to statehood in the region, as well as specific areas of dispute, such as the city of Jerusalem. Have students combine their information into an informative resource on the Middle East conflict. Your students may want to consult the CNNstudentnews.com Backgrounder on the Middle East, at http://fyi.cnn.com/fyi/interactive/0108/mideast/index.html.

LINKS:
http://news.bbc.co.uk/hi/english/world/middle_east/newsid_1760000/1760492.stm

News Focus: Microsoft

1. In the eyes of the federal government, what economic principle did Microsoft violate? What penalties are the nine states pursuing against software giant Microsoft? Why do these states maintain that "tougher remedies" are needed against Microsoft even though a settlement between the federal government and Microsoft was reached in November, 2001? What action do these states want Microsoft to take? How has Microsoft responded to the states' suit?

2. Refer students to the Web sites below for background information on the case against Microsoft. Direct students to create a timeline that illustrates the history of the case to date, and, based on what they learn, predict how U.S. District Judge Colleen Kollar-Kotelly could rule, and why.

3. What is a monopoly? What is a trust? Why do monopolies run counter to the capitalist economic system? Inform students that in 1890 Congress passed the Sherman Antitrust Act, which is the source of all American antimonopoly laws. Refer groups of students to multimedia resources, including the last link below, to research the Sherman Antitrust Act and the subsequent measures that gave the U.S. federal government legal ammunition in its war against monopolies. Have students identify the historical context in which the act and these measures were written, and whether they continue to be relevant.

4. Teachers: For a CNNstudentnews.com article on this story, visit:
http://fyi.cnn.com/2002/fyi/news/03/19/
microsoft/index.html.

   EXTENSION: What has the U.S. government done to prevent companies from having complete market power over a product? Group students. Refer groups to multimedia resources to prepare a presentation about the history, outcome, and impact of one of the following U.S. antitrust cases:
   1. 1911: American Tobacco
   2. 1911: Standard Oil
   3. 1982: IBM
   4. 1983: AT&T
   5. 1994: Microsoft

   After the presentations have students discuss how breaking up American Tobacco, Standard Oil, and AT&T affected consumers and shareholders.

LINKS:
http://cnn.com/2002/TECH/industry/03/18/microsoft.states.hearing.ap/index.html
http://cnn.com/2002/TECH/industry/03/19/microsoft.states.argument.ap/index.html
http://money.cnn.com/2001/11/01/news/microsoft_chronology/
http://money.cnn.com/news/specials/antitrust/
http://www.usdoj.gov/atr/cases/ms_index.htm
http://cnn.com/SPECIALS/1997/microsoft/
http://www.antitrust.org/
http://www.usdoj.gov/atr/foia/divisionmanual/ch2.htm

Chronicle: Sylvia Earle

1. Who is Sylvia Earle? What is the goal of Dr. Earle's sustainable seas expedition? Why do you think she describes water as the "key to life"? Why do you think it's difficult for Earle to get people "revved up" about ocean conservation?

2. In her book, "Sea Change: A Message of the Oceans," Dr. Sylvia Earle says that, "If the sea is sick, we'll feel it. If it dies, we die. Our future and the state of the oceans are one..." Write this quote on the board and spend a few minutes engaged in class discussion over its meaning. Then divide students into groups. Have each group devise ways to make others aware of Dr. Earle's message. Groups may choose to write poems or song lyrics, create posters, or design a Web site. Have groups display their work.

3. Ask your students to learn more about the field of oceanography and related careers by reviewing the links below and other resources. Have each student prepare a report on an oceanography-related topic, such as a famous oceanographer, a particular ocean issue of concern, new research, a marine career, or an ocean expedition. Have students present their findings.

4. Teachers: For more information about Sylvia Earle and ocean conservation, check out the following Riverdeep.net site:
http://www.riverdeep.net/current/2001/01/010201_sylvia.jhtml.

LINKS:
http://www.literati.net/Earle/
http://www.divernet.co.uk/profs/earl1196.htm
http://www.mth.uea.ac.uk/ocean/vl/
http://www.gsreport.com/articles/art000127.html
http://www.time.com/time/reports/earthday2000/savingoceans01.html

Perspectives: Afghan Central Bank

1. What job did Abdul Qadeer Fitrat hold in 1996? Where did he go when the Taliban took over Kabul? What happened to most of his employees? What did Fitrat find upon his return to the bank?

2. According to Fitrat, does a banking system exist in Afghanistan? Explain. What did the Taliban do to Afghanistan's banking system? What is Fitrat doing to help the bank recover?

3. What function do banks serve? Why do you think banks are important to a country's economy? If a central bank fails, as it did in Afghanistan, what do you think are the consequences for the nation's economy? What role could a strong central bank play in the rebuilding of Afghanistan?

4. Use this opportunity to introduce students to the World Bank and the International Monetary Fund, two global agencies often involved in bolstering the economies of developing countries. Have students consult the second and third Web sites below to learn more about the World Bank and the IMF. Discuss the role each organization could play in the economic rebuilding of Afghanistan.

LINKS:
http://patriot.net/~bernkopf/
http://www.imf.org/
http://www.worldbank.org/

Business Report: Safe Deposit Boxes

1. Where did Sherri Bethelmy store her family's antique jewels? Where was the safe deposit box located? What happened to her jewels? What legal action are Bethelmy and two other individuals taking against the bank?

2. Why do you think safe deposit boxes are such popular marketing tools for banks? How many safe deposit boxes are currently in use in the U.S.? Can safe deposit boxes protect valuables from all the forces of nature? Explain. According to manufacturers of the vaults, what is the design priority when these boxes are created? Do banks insure the items in safe deposit boxes? Why do you think the items may not be "fully" protected against loss?

3. In the video, we learn that sources say that Chase Manhattan Bank may compensate Sherri Bethelmy and others for their losses resulting from 9/11. Why do you think the bank would do this? What would the bank have to gain by agreeing to such compensation? The items Ms. Bethelmy put in the safe deposit box were family heirlooms, meaning they had sentimental as well as monetary value. Do you think one can ever be fully compensated for an item's sentimental value? Why or why not?

4. Pose this hypothetical scenario to students: You have just inherited an extremely valuable diamond ring that has been in your family for generations. Like Sherri Bethelmy's jewelry, it has monetary as well as sentimental value. What will you do with this ring? Where will you store it? Give students ample time to research their options, which may include keeping the ring at home in a drawer, buying a safe to put in their home, storing the ring in a public storage facility, putting the ring in a safe deposit box, etc. Ask each student to determine:
   - what each option would cost;
   - the specific protection provided by each option, including protection from theft, natural disaster and terrorist attack;
   - approximate costs to insure the ring with each option;
   - the risks associated with each option.

   Have each student share his/her findings and offer his/her decision on where the ring would be stored. Ask: If you had been in Sherri Bethelmy's position, would you have stored your jewelry somewhere else? Why or why not?

LINKS:
http://www.thebankingzone.com/products/services_box.asp
http://www.nationalsafe.net/
http://www.alliedsafe.com/
http://www.blueridgestudios.com/collectibles04.htm

Student Bureau: Local Charities

1. How have the September 11 terrorist attacks affected local charities that are not assisting in the 9/11 disaster relief efforts? What is the Make-A-Wish Foundation? What did students at Worthington Kilbourne High School do to help a local child named Derrick?

2. Send your students on a multimedia scavenger hunt to identify the local charities in their community. Create a list of students' findings. Then assign small groups of students different charities from the list. Have each group conduct research to prepare a presentation about the mission and needs of its assigned charities, and if the organizations have been affected by the 9/11 attacks. Following the

groups' presentations, discuss how these charities have benefited individuals and your community as a whole. Then, have your class sponsor a fundraising drive for one or more of these local charities.

LINKS:
http://www.wish.org/
http://www.lic.org/

EDITOR'S NOTE:
Israeli-Palestinian conflict
Turkey
militants
Microsoft
monopolies
Sylvia Earle
oceanography
charities

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CNN NEWSROOM Guide

March 21, 2002

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---------- PROGRAM RUNDOWN ----------

STORY ...SEGMENT...PROGRAM

CNN NEWSROOM OPEN ... 00:10... 00:10

TODAY'S NEWS ... 00:10...00:20

CNN STUDENT NEWS ... 00:10...00:30
Today's top stories

Lead Story: Poverty Conference ... 06:40...07:10
-A global effort to stamp out poverty gets underway in Mexico.
-Poor people say they have a right to live a poverty-free life.

In the Headlines ... 03:20...10:30
Authorities crack down on al Qaeda operatives in Southeast Asia.

News Focus: End of the Universe ... 02:20...12:50
Hong Kong's city lights obscure its celestial view.

Chronicle: Hip Hop Hall of Fame ... 02:45...15:35
The Hip Hop Hall of Fame inducts its first members.

CNN STUDENT NEWS PERSPECTIVES ... 00:10...15:45
Daily Reports, features, and today's CNN Student Bureau story

Perspectives: Afghan Films ... 03:00...18:45
Afghanistan struggles to rebuild its film industry.

Science Report: Bugs ... 05:30...24:15
Insects are more important to humans than some people might realize.

Student Bureau ... 01:55...26:10
Students send letter of encouragement to United Airline pilots.

Where in the World? ... 01:00...27:10
Answer: Hong Kong

CNN NEWSROOM CLOSE ... 00:50... 28:00

---------- CNN NEWSROOM STORIES ----------

CNN NEWSROOM OPEN

TODAY'S NEWS

Lead Story: Poverty Conference

1. Why have business and government leaders from around the world come to Monterrey, Mexico? What fraction of its gross national product does the U.S. give to overseas development assistance? How does this compare with the amount of money contributed by Europe and Japan? How much money do U.N. officials estimate is needed each year to combat poverty?

2. What anti-poverty goal did the 2000 Millennium Summit adopt? What does UNICEF Executive Director Carol Bellamy mean when she says "We'll have to wait and see whether donor countries are prepared to put their money where their mouth is"? What condition does the U.S. want to attach to its contributions? Do you think this is a reasonable condition? Explain. How is the private sector being asked to combat poverty?

3. In the video, we hear that, "The idea is that by 2015, the number of people who survive on less than a dollar a day would be cut in half." What do you think is your daily cost of survival? Could you survive on less than a dollar a day? Explain. Do you think extreme poverty has an impact on the lives of those who don't experience it? Why or why not?

4. What is the purpose of Georgia's "Poor People's Day at the Capitol"? For how long has the state recognized this day? What is TANF? Besides financial support, what do many TANF recipients need?

5. How does the U.S. Census Bureau define poverty? According to supporters of poor people's rights, how does the minimum wage affect poverty? What is the "living wage campaign"? How might living wages improve the lives of America's poor? Do you think a living wage of $10.50 per hour is feasible for most cities and counties in the U.S.? Explain.

6. Refer students to the Internet for countries identified by the Monterrey summit as countries in need of economic assistance. List the countries on the board and have each student select a country and conduct research on that country's profile, including its economy, politics, and culture. Then, direct each student to outline specific strategies that the United Nations could apply to help that country in as many of the ten sections of the Millennium Summit Declaration (see the first Web site below) as applicable. Have students share their findings. Then ask: Do you think the goals of the Millennium Summit can be reached by 2015 to assist that country? Why or why not?

7. Teachers: You can find a CNNstudentnews.com related story and educational materials at this address:
http://fyi.cnn.com/2002/fyi/news/03/20/mexico.poor/index.html.

LINKS:
http://www.un.org/millennium/declaration/ares552e.htm
http://www.unicef.org/
http://www.unicef.org/exspeeches/02esp04.htm
http://www.odci.gov/cia/publications/factbook/

In the Headlines: Targeting Terrorism

1. What is Jemaah Islamiya, or the JI? To what larger terrorist organization is JI believed to be tied? Where were 13 JI members recently arrested? In what other countries can JI be found? Of all the countries with JI cells, which is the only one that has failed to arrest any suspected terrorists?

2. According to the defense secretary for the Philippines, why might some countries be hesitant to arrest these terrorists? Describe Indonesia's current political situation. What do some believe could happen if Indonesia were to adopt a more aggressive counterterrorism policy? Do you think the threat of political destabilization is a good reason for Indonesian officials to ignore terrorist activity? Explain.

3. Inform students that President Bush has said of the U.S.-led War on Terrorism, "We are supported by the collective will of the world." Ask students what the president means. Then have them conduct an informal survey of counterterrorism measures among the world's nations. Have each student select a country and conduct research to learn what terrorist groups exist in that country, if any, and what the country is doing to combat terrorism. Have students share their findings. What reasons might countries give for failure to support counterterrorism? Do students think any of these reasons are valid? Discuss.

LINKS:
http://www.state.gov/s/ct/
http://www.whitehouse.gov/response/index.html
http://www.state.gov/www/global/terrorism/gt_index.html
http://www.specialoperations.com/Terrorism/default.html

News Focus: End of the Universe

1. How does the Chinese fairy tale "The Princess and the Herdsman" explain the positioning of stars in the sky? Why are Hong Kong's residents unable to see the stars in the night sky? Where do they have to go to see stars?

2. Why are astronomers lobbying to change the way Hong Kong's buildings are lit? How do the astronomers want this lighting to change? If nothing is done to change the lights, how long could it be before Hong Kong's night sky will be starless?

3. Can you see night stars from where you live? Explain. If not, how far away do you have to travel to see them? Do you think it is important to be able to observe the stars? Why or why not? Do you think cities should change their lighting codes to accommodate star gazing? State your rationale.

LINKS:
http://space.about.com/cs/astronomy/index.htm?iam=dpile&terms=astronomy
http://www.astronomy.com/home.asp
http://antwrp.gsfc.nasa.gov/apod/astropix.html
http://www.seds.org/galaxy/

Chronicle: Hip Hop Hall of Fame

1. Why was the recent Hip Hop Hall of Fame induction ceremony historically, socially and politically significant? What criteria were used to select the first Hip Hop Hall of Fame inductees? Who are some of the inductees?

2. How would you describe Hip Hop music? What is your opinion of this music? When did this music genre explode on the American music scene? How has this music evolved over the years? Challenge students to identify examples of how Hip Hop has influenced American popular culture. Ask students: Why do some people worry about the music's effect on children? Do you think these concerns are warranted? State your rationale. What, if anything, should be done to "take (the music) back for the children"? Discuss.

LINKS:
http://www.ihiphophalloffame.com/

Perspectives: Afghan Films

1. Who is Bahram Barial? What kind of industry is he trying to revive in Afghanistan? What equipment does he have to work with? What film is he producing? How long has it been since a movie has been made in Afghanistan?

2. Who are the Taliban? What did they do to the Afghan film industry? How did "enterprising workers" foil their plans? What would have happened to these films had the workers not hid them?

3. According to the Freedom House, an organization that monitors civil liberties worldwide, the Taliban sharply restricted freedom of expression. Freedom House states: "The Taliban banned televisions, videocassette recorders, videos and satellite dishes in 1998, and destroyed such stock found in shops." Generate a class discussion about the kind of government created by the Taliban and why Taliban leaders were opposed to freedom of expression. Have students consider other regimes that have severely limited their citizens' free expression, such as the People's Republic of China. Ask: What does a political system gain by restricting the free expression of its citizens? What does it lose as a result?

4. For a backgrounder and information on Afghanistan under the Taliban, please direct students to this CNNstudentnews.com site: http://fyi.cnn.com/2001/fyi/news/09/20/backgrounder.afghanistan/index.html.

LINKS:
http://www.afghan-web.com/politics/
http://www.freemedia.at/wpfr/afghanis.htm

Science Report: Bugs

1. What is an entomologist? Who are some entomologists shown in the video? Why does Dr. David Furth study and classify bugs? What are some contributions insects make to the human population?

2. Why does Dr. Schultz compare ants with humans? Why are beetles a good example of diversity? Where is the Insect Zoo located? What is the focus of this exhibit? What is the Smithsonian O. Orkin

Insect Safari? What is its mission?

3. Inform students that an insect is an air-breathing animal with an exoskeleton. Its body is divided into three regions: the head, with one pair of antennae, the thorax, which carries three pairs of legs and usually two pairs of wings, and the abdomen, which contains the internal organs and reproductive organs. Divide students into three groups. Assign each group one of the three body regions of insects: head, abdomen and thorax. Direct groups to research their assigned sections, identifying components of each region and the variations that exist. Have groups share their findings.

4. Divide students into groups and have each group conduct further research on a specific insect, such as an *Acteon Beetle, Lithophane antennata, Lymantria dispar, Curculio caryae, Delia platura, Cicindela hudsoni, Pyrophorus noctilucus or Myzus persicae*. Students may want to create graphic organizers to illustrate their findings. Pose the following questions to guide students' research:
   - What are the physical characteristics of the insect?
   - What are the life stages of the insect?
   - What are the insect's feeding habits and what nutrients does it need to survive?
   - What are the unique traits of the insect, such as its speed, size or bioluminescent ability?
   - What, if any, are the insect's enemies?
   - What does the insect need to be able to survive?
   - How does the insect interact with other species in its environment?

   Have students share their findings. Then, ask: What is the role of an insect in its ecosystem? Discuss.

5. Remind students that one product created by insects and used by humans is honey. Direct students to conduct further research to determine other products humans use from insects, such as beeswax, lac and dyes. Instruct students to also determine the services that insects provide, such as pollination, nutrient cycling, pest control or providing food for other animals, as well as insects' relationship to food supply and human life and property. Have students create charts illustrating the benefits and drawbacks of the relationship between humans and insects. Have students share their findings.

LINKS:
http://www.amnh.org/learn/biodiversity_counts/ident_help/Text_Keys/arthropod_keyA.htm
http://www.mnh.si.edu/
http://www.insectsafari.com/home.asp
http://www.bugwood.org/entomology.html
http://www.earthlife.net/insects/six.html

Student Bureau: United Pilots

1. How many pilots were involved in the September 11 terrorist attacks? Why did the fifth grade students at Cottonwood Point Elementary School write cards to the United pilots?

2. Why did Captain Deborah Tranter visit the elementary school? How was she affected by the 9/11 attacks? How did students respond to her visit?

3. Do you think the public's perception of commercial pilots has changed since the September 11 attacks? Explain. What is a hero? Why are heroes important? What qualities make up a hero? Can you think of professions, other than being a pilot, where people display heroism? Instruct students to write brief explanations as to why people in these professions could be considered heroes. Have students share their choices and discuss.

4. Invite a commercial pilot to your class to explain the skills and education necessary to become a pilot. Ask the pilot to talk about how the 9/11 attacks have impacted his/her job, and the benefits and drawbacks of the profession. Discuss how preparation for a career as a commercial pilot might also prepare a person for the challenges of everyday life.

LINKS:
http://www.cnn.com/2001/US/09/11/worldtrade.crash/story.html
http://www.faa.gov/
http://dmoz.org/Business/Industries/Transportation/Aviation/Training/Pilot/
http://www.ual.com/

EDITOR'S NOTE:
poverty
"living wage"
al Qaeda
astronomer
Hip Hop
Afghanistan
insects
pilot

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CNN NEWSROOM Guide

March 22, 2002

Teachers and Students: Check out the CNNstudentnews.com special "Bugs: Can't Live Without Them." Go to: http://fyi.cnn.com/fyi/interactive/specials/bugs/index.html for stories, lesson plans and interactives on the world of insects!

---------- PROGRAM RUNDOWN ----------

STORY ...SEGMENT...PROGRAM

CNN NEWSROOM OPEN ... 00:10... 00:10

TODAY'S NEWS ... 00:10...00:20

CNN STUDENT NEWS ... 00:10...00:30
Today's top stories

Lead Story: Bush in Latin America ... 05:40...06:10
-Pres. Bush leaves for meetings with Latin American leaders.
-Trade is a major topic between the U.S. and Mexico.

News Focus: East Coast Drought ... 02:40...08:50
New York's mayor may soon declare a drought emergency.

Chronicle: Making Oscar ... 03:50...12:40
CNN's Jeff Flock takes us on a tour of the place where Oscars are made.

CNN STUDENT NEWS PERSPECTIVES ... 00:10...12:50
Daily Reports, features, and today's CNN Student Bureau story

Perspectives: Afghan Agriculture ... 02:45...15:35
Afghanistan's agriculture has suffered the effects of drought and war.

Ask CNN: Mideast Explainer ... 01:50...17:25
What started the conflict between Israelis and Palestinians, and what are they fighting over?

Week in Review: Mideast Conflict ... 04:20...21:45
More violence jeopardizes chances for peace in the Middle East.

Student Bureau ... 04:15...26:00
Young moviegoers have their own opinions on who should win Academy Awards.

Where in the World? ... 01:00...27:00
Answer: Hollywood

CNN NEWSROOM CLOSE ... 01:00... 28:00

---------- CNN NEWSROOM STORIES ----------

CNN NEWSROOM OPEN

TODAY'S NEWS

Lead Story: Bush in Latin America

1. What were some of President Bush's Western Hemisphere priorities prior to the September 11 attacks? To what Latin American nations is the president heading to discuss those priorities? Where does the U.S. now stand on sweeping immigration reform? Why does the U.S. appear more cautious in its immigration policy now? What is President Bush's "ambitious trade agenda"? What will be the focus of President Bush's visit to Peru?

2. What is the purpose of the Mexico Trade Center of California? What is NAFTA? What has happened to U.S. trade with Mexico since NAFTA was enacted? In spite of the removal of trade barriers, what disputes continue to arise between the U.S. and Mexico? Why do Bush administration officials say that ongoing disputes are actually a direct result of the success of NAFTA?

3. Why is Bush's attendance at the International Conference on Financing for Development in Monterrey, Mexico, considered the "centerpiece of his trip"? Have students refer to the story at http://www.cnn.com/2002/fyi/lesson.plans/03/20/mexico.poor/ to learn more about the purpose of this conference and the significance of President Bush's participation in this international forum. Ask: Do you think Bush's support for and promotion of the conference's economic plan will further his objectives in the War on Terrorism? Explain.

4. Have groups of students select one of the Latin American countries whose leaders will meet with President Bush over the next few days: Bolivia, Colombia, Ecuador, El Salvador, Mexico and Peru. Direct groups to the Web sites below and other resources to conduct research on the living conditions of the countries' populations. After students have presented their findings, ask: If the countries receive the financial assistance and trade advantages outlined at the Monterrey International Conference, what strategies should their respective governments implement to improve the lives of the peoples in these countries? As a class, discuss the various strategies and prioritize them in terms of short-term and long-term goals related to such topics as education, housing, and employment.

LINKS:
http://www.cia.gov/cia/publications/factbook/geos/pe.html
http://www.cia.gov/cia/publications/factbook/geos/bl.html
http://www.cia.gov/cia/publications/factbook/geos/co.html
http://www.cia.gov/cia/publications/factbook/geos/ec.html
http://www.cia.gov/cia/publications/factbook/geos/es.html
http://www.cia.gov/cia/publications/factbook/geos/mx.html
http://ffas.usda.gov/info/factsheets/nafta.html

News Focus: East Coast Drought

1. What action is New York Mayor Michael Bloomberg likely to pursue in response to the drought? Why is a drought emergency almost a certainty for New Yorkers? Where else is this drought being felt? How did last year's drought affect fruit growers and other farmers in New York and New Jersey?

2. How could businesses in the area see their operations affected by water usage restrictions? What would a 15 percent water cutback mean to the Visy Paper Plant on Staten Island? Why is the plant hoping the city won't impose the water restrictions on its operations? Why is this week's predicted rainfall unlikely to alleviate the drought on the East Coast?

3. Direct your students to the Web sites below for information on the drought, and the latest national drought monitor map. Is your community being affected by drought? If so, to what degree, as indicated on the map? If your community is suffering from the drought, have students consult local governments to find out what is being done to restrict water usage. Post the local water restrictions in the classroom. Generate a class discussion about what students can do to minimize water usage and waste.

LINKS:
http://www.drought.noaa.gov/
http://enso.unl.edu/monitor/monitor.html

Chronicle: Making Oscar

1. What is the Oscar? In what U.S. city are Oscar statues made? What company creates these statues? Of what material is the statue made? What kind of coatings cover Oscar? Why are the manufacturers working on statues for the 2003 Oscars now?

2. Your students might be interested to know that film historians say the Oscar statuette was named by Margaret Herrick, the Academy librarian, who, upon seeing the statuette in 1931 said, "Why, it looks like my Uncle Oscar!" (Her uncle's name was Oscar Pierce.) Send your students on a fact scavenger hunt to learn more about the Oscars and the movies and people associated with them. Assist students in compiling Oscar trivia for publication in the school newspaper.

LINKS:
http://www.oscar.com/
http://www.tribtv.com/oscars/history.htm
http://www.seeing-stars.com/Awards/OscarTrivia.shtml

Perspectives: Afghan Agriculture

1. For how long has Ghulam Mohammed been farming his land in Afghanistan? Why does he have a meager potato crop now? Why is getting to his farm "an adventure"?

2. Why is snow melt crucial to farmers like Ghulam? Besides the drought, what else has caused problems for Afghanistan's farmers? Why is Ghulam optimistic now? What does the CARE irrigation system mean to these farmers? What crop are Afghan farmers being encouraged not to grow? Why? Why do farmers of legitimate crops need the infrastructure that CARE offers?

3. Divide the class into small groups. Have each group consult the Internet and other resources to learn

more about Afghanistan's geography, climate, and agriculture. Remind groups that, even before the Taliban, Afghanistan's economy was based on agriculture. Have each group use its information to create an agricultural profile of Afghanistan, highlighting the features of its geography and climate that help and hinder agricultural development there.

LINKS:
http://care.org/
http://www.pcpafg.org/
http://news.bbc.co.uk/hi/english/business/newsid_1550000/1550655.stm
http://www.cia.gov/cia/publications/factbook/geos/af.html

Week in Review: Mideast Conflict

1. What incident put a halt to a planned meeting between Israeli and Palestinian officials yesterday? Where did the bombing take place? Who has claimed responsibility for this attack? How has Palestinian President Arafat responded?

2. Who are the two high-level U.S. government officials who have visited the Middle East this week? What did Vice President Cheney say he would do if Palestinian President Arafat took steps to curb the violence? What was the initial purpose of Mr. Cheney's visit? What did Arab leaders in the region ask him to focus on instead? Why?

3. Teachers: For a CNNstudentnews.com backgrounder on the Middle East, please visit: http://fyi.cnn.com/fyi/interactive/0108/mideast/index.html.

LINKS:
http://fyi.cnn.com/2002/WORLD/meast/03/21/mideast/index.html

EDITOR'S NOTE:
George W. Bush
trade agenda
drought
reservoir
Academy Awards
Oscar
agriculture
intifada

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CNN NEWSROOM Guide

March 25, 2002

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---------- PROGRAM RUNDOWN ----------

STORY ...SEGMENT...PROGRAM

CNN NEWSROOM OPEN ... 00:10... 00:10

TODAY'S NEWS ... 00:10...00:20

CNN STUDENT NEWS ... 00:10...00:30
Today's top stories

Lead Story: Bush in Latin America ... 06:00...06:30
-Pres. Bush wraps up his meetings with Latin American leaders.
-The Monterrey summit ends with a commitment to reduce global poverty.

In the Headlines ... 04:10...10:40
CNN's Maria Ressa interviews two men arrested in the Philippines as suspected al Qaeda terrorists.

Ask CNN: VP Residence ... 01:20...12:00
Where does the vice president live?

News Focus: Cheney and the Middle East ... 04:00...16:00
Vice President Cheney says he won't meet with Yasser Arafat right now.

Chronicle: Mexico Pyramid ... 02:05...18:05
-Christians commemorate Palm Sunday.
-Mexicans gather at the Pyramid of the Sun to celebrate the spring equinox.

CNN STUDENT NEWS PERSPECTIVES ... 00:10...18:15
Daily Reports, features, and today's CNN Student Bureau story

Perspectives: Immigrant Economy ... 03:30...21:45
Flushing, New York, is a microcosm of the global economy.

Culture Report: Military Art ... 03:00...24:45
U.S. military art collections chronicle the history and stories of war.

Student Bureau ... 01:40...26:25
The mayor of Columbus, Ohio, encourages students to work hard to achieve their goals.

Where in the World? ... 01:00...27:25
Answer: El Salvador

CNN NEWSROOM CLOSE ... 00:35... 28:00

---------- CNN NEWSROOM STORIES ----------

CNN NEWSROOM OPEN

TODAY'S NEWS

Lead Story: Bush in Latin America

1. Where did President Bush conclude his tour of Latin America? Why was there no trade pact announcement in El Salvador? What is the status of the Andean Free Trade Pact? What do you think one Andean leader meant when he accused U.S. Senate Democrats of "manana-ing" the issue to death?

2. Why was President Bush unable to announce major progress on the issue of immigration when he visited Mexico? What is "obstructionism"? How are Senate Democrats being "obstructionist"? What statement from the Democrats' weekly radio address has White House officials angry? Do you agree or disagree with the Democrats' claim that President Bush's trip to Latin America was "part of an orchestrated strategy to curry favor with Latino voters in the United States"? Explain. Do you think politics is a factor in the Democrats' response to the president's trip? State your rationale.

3. According to CNN's Major Garrett, how did President Bush's father help to "transform" this region? What has derailed this president's plans to put Latin America at the center of his foreign policy? What does President Bush want to have when he returns to this region in October? Do you think he will be able to get Democratic support for his Latin American agenda? Explain.

4. What is the Monterrey Commitment? How much have the U.S. and European Union each pledged toward the goal of cutting world poverty in half? Why are some critical of these pledges?

5. In the video, we hear that the Monterrey Commitment was "introduced amid the fanfare and expense of a big-time U.N. summit..." What does this mean? Do you see any irony in the introduction of this commitment in this setting? Explain. Why are some worried that the commitment may not become reality?

6. Point out to students that both of these stories focus on turning promises into action, and, specifically, the role of governments in implementing international policy. Ask students to identify the body of lawmakers, cited in the first video, that is responsible for approving or rejecting the president's international agenda (the Senate.) Next, challenge students, working in groups, to learn more about the U.S. Senate, its role in international policy, and the means by which it can demonstrate support for or opposition to a president's agenda. Have groups share their findings. As a class, identify the policy issues in the two stories students have just seen (free trade, immigration, global policy.) What could Republican and Democratic senators do to promote or halt presidential policy initiatives in each case? Discuss.

7. Teachers, visit this site for a CNNstudentnews.com story and educational materials on the president's trip: http://www.cnn.com/2002/WORLD/americas/03/24/bush.latin/index.html.

LINKS:
http://www.senate.gov/learning/index.cfm
http://www.congress.org/
http://www.law.emory.edu/FEDERAL/usconst.html

In the Headlines: Targeting Terrorism

1. Why did Philippine authorities recently arrest the Jordanian and Palestinian men seen in the video? What is a "terrorist cell"? Why does Hasan Dden Ali call his arrest "a conspiracy"? What evidence do authorities have against him and the other suspects? Are there any inconsistencies in the suspects' stories? Explain. Do you think the suspects are victims of "discrimination" or "effective police work"? Why?

LINKS:
http://www.dfa.gov.ph/
http://www.state.gov/s/ct/

News Focus: Cheney and the Middle East

1. Where did Vice President Cheney recently travel? What next step did the vice president offer to take to advance the Mideast peace process? Who is Yasser Arafat? Why is Vice President Cheney not ready to meet with him at this time?

2. With whom did Vice President Cheney meet when he was in the Middle East? What was the purpose of that meeting? How many people have lost their lives in the past year and a half as a result of the conflict in the Middle East? What happened last Thursday that further jeopardized chances for peace in the region? Who has claimed responsibility for this attack? Why does this group's part in the bombing raise questions about Mr. Arafat's commitment to peace?

3. What is the Tenet Plan? Why do U.S. officials believe the plan has not been implemented? Why would a Cheney-Arafat meeting be seen as a vote of confidence for Mr. Arafat? Why do some believe that the vice president should meet with the Palestinian leader, in spite of the recent violence? Why do you think Mr. Cheney is "downplaying" the importance of a meeting with Yasser Arafat?

4. You can find a CNNstudentnews.com backgrounder on the Middle East at: http://fyi.cnn.com/fyi/interactive/0108/mideast/index.html.

LINKS:
http://fyi.cnn.com/2002/WORLD/meast/03/24/mideast.talks/index.html

Chronicle: Mexico Pyramid

1. What holy day did Christians observe yesterday? Why is this such a significant day for Christians? Why are palm branches significant in this commemoration?

2. What annual event is celebrated at the Pyramid of the Sun, in Teotihuacan, Mexico? What customs are associated with this ritual? Why do those participating in the equinox celebration believe it is important for people to "recharge their energy"? What is a "limpieza"? What is an "aura"?

3. What is the spring equinox? How do different cultures celebrate this event? Group students. Assign each group one country from different regions of the world. Instruct students to conduct research to learn about the spring equinox and to determine how the people of their assigned countries celebrate this event. Pose the following questions to guide students' research:
   - How did these celebrations originate?
   - What kinds of rituals are associated with the celebration?
   - Have these celebrations changed throughout the years? If so, how?

   Have each group develop a multimedia presentation of its findings. After the presentations, compare and contrast the different countries' celebrations. Why do you think these countries continue to celebrate the spring equinox?

LINKS:
http://abcnews.go.com/sections/travel/DailyNews/mexicoequinox000321.html
http://www.aolsvc.worldbook.aol.com/wbol/wbPage/na/ar/co/343760?op1=&st1=Spring+Equinox&op2=&

Perspectives: Immigrant Economy

1. Where is the community of Flushing located? What are some of the ethnic groups one sees represented there? What does it mean when it is said that Flushing is one of the most diversified communities in the world?

2. How does Flushing's current economic situation compare to that of Manhattan? According to the video, what is it that makes an immigrant community so vibrant? What is so special about Flushing's public library? What other aspects of this community provide evidence of its economic prosperity?

3. What is driving Flushing's economy? How does the culture of family promote Flushing's economic growth? What is The World Journal? What makes it different from most small community newspapers? What does its publisher see for his community's future? How do the immigrant entrepreneurs "drive American life"?

4. Generate a class discussion about Flushing's ethnic diversity and the ways in which it contributes to the community's economy. Then, challenge students to conduct a demographic and economic study of their community. Divide the class into two groups. Have one group research local demographic data, including population statistics by ethnic group, age, and gender, and the other group research economic data, including numbers and types of small and large businesses, and major employers in your community. Have groups share their information. As a class, draw general conclusions about the ways that demographic factors influence a local economy.

LINKS:
http://www.queens.nyc.ny.us/
http://www.queenschamber.org/
http://www.queenslibrary.org/

Culture Report: Military Art

1. What aspects of the military are depicted in the military art collections? When did the army art

program begin? What instructions were the eight artists given when they were sent to Europe during World War I? What periods of wartime have been depicted by military artists? Who is John Roach? How does he regard his role as an official military artist? What different views of war have been depicted by military artists?

2. Has photography replaced the need for wartime artists and their works? Have students consider the meaning of the following quote by Captain John Roach:

   "Photographs are an absolutely magnificent, wonderful way of capturing the moment. But capturing the moment and event in art work tends to transition beyond that and show you what was not seen either by compressing the event or by an intellectual overlay of what you're looking at."

   What do you think are the differences and similarities between the ways in which photographers and artists view their roles and their works? Explain. Have students view photographs and paintings of the same event, such as the raising of the flag at Iwo Jima (http://www.iwojima.com/statue/ and http://americansymbolsoffreedom.com/). Ask: How might viewing a photograph of an event and a picture of that same event impact the viewer? When might one medium be better suited for capturing or displaying an event than another? Explain.

3. Direct the class to chronicle the history of U.S. military actions through study of the war-art collections. Brainstorm a list of the wars and other military actions, such as the Civil War, World War I and the Vietnam War, in which the United States has been or is involved. Then, divide the class into groups, and assign each group to research the combat art of one of the wars using the following questions as a guide for their investigation:
   - What event did the artist choose to paint? Why do you think the artist chose that particular event? How does it relate to the war effort?
   - How are the soldiers portrayed? How are the military support personnel, such as medics, nurses and others, portrayed? What emotions can be detected in their faces and/or their stances?
   - Does the artist communicate a message about war by his/her use of artistic techniques, such as color, perspective and style?
   - What statement does the artist make about the war?
   - What symbols of war appear in the painting? What effect do they have on the painting's statement about war?
   - What emotions are evoked by the artist's rendition of wartime?

   After groups have presented their pictorial and oral reports, have them display their work around the room in chronological order. Ask: What are the differences and similarities in the ways in which various artists have represented war? Explain.

LINKS:
http://www.art-ww1.com/gb/visite.html
http://aci.mta.ca/projects/Courage_Remembered/canadianwarart.html
http://members.aol.com/jimm844224/vietart1.html
http://www.gallon.com/
http://www.milartgl.com/HTML/index2.html
http://www.usmcartist.com/
http://www.markchurms.com/
http://www.abelreynoso.bigstep.com/homepage.html

Student Bureau: Reading Mayor

1. Who is Michael Coleman? Why does he visit elementary schools? What theme does he promote among young students? What does he encourage the students to do in order for them to achieve their goals?

2. Are there programs in your community that promote educational goals for young students, such as reading proficiency, math knowledge, and future college scholarships? Have your students survey the community to learn more about these programs. Then ask students if they see a need for other initiatives for young students. If so, have students submit ideas and outlines for other programs designed to promote educational advancement. As a class, submit the best ideas to local government officials.

LINKS:
http://mayor.ci.columbus.oh.us/
http://www.columbus.org/

EDITOR'S NOTE:
obstructionism
Senate Democrats
Monterrey Commitment
Dick Cheney
Palm Sunday
spring equinox
Flushing, NY
Michael Coleman

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CNN NEWSROOM Guide

March 26, 2002

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---------- PROGRAM RUNDOWN ----------

STORY ...SEGMENT...PROGRAM

CNN NEWSROOM OPEN ... 00:10... 00:10

TODAY'S NEWS ... 00:10...00:20

CNN STUDENT NEWS ... 00:10...00:30
Today's top stories

Lead Story: Oscar Makes History ... 06:30...07:00
-Halle Berry and Denzel Washington make Oscar history.
-A group of working class actors emerges as Oscar winners.

News Focus: Congo in Crisis ... 05:10...12:10
-Starvation affects 16 million people in the Democratic Republic of the Congo.
-A U.N. convoy tries to open Congolese rivers to trade.

Chronicle: D.C. Goes West ... 02:00...14:10
Students in one Chicago suburb bring Washington, D.C. to their classroom.

CNN STUDENT NEWS PERSPECTIVES ... 00:10...14:20
Daily Reports, features, and today's CNN Student Bureau story

Perspectives: Recession Reality Check ... 03:10...17:30
Some believe the latest U.S. recession was the mildest on record.

Health Report: Binge Drinking ... 03:00...20:30
Binge drinking continues to be a problem among U.S. college students.

Health Report: Kid Fitness ... 02:40...23:10
Strength training is good for older kids, as long as it's properly monitored.

Smart Medicine ... 00:30...23:40
Weightlifting may help fight cellulite.

Student Bureau ... 02:20...26:00
Spring break travel could be a casualty of the September 11 attacks.

Where in the World? ... 01:00...27:00
Answer: Washington, D.C.

CNN NEWSROOM CLOSE ... 01:00... 28:00

---------- CNN NEWSROOM STORIES ----------

CNN NEWSROOM OPEN

TODAY'S NEWS

Lead Story: Oscar Makes History

1. What movies were winners of the 2002 Academy Awards? Who won Oscars in the Best Actor and Best Actress categories? What was significant about their winning these Oscars?

2. How did Denzel Washington respond to the reporter's question, "Do you feel there will be a time when we will not have headlines saying 'Black actor wins'?" Why do you think Washington sees an "opportunity" to report this event without mentioning color? Do you agree or disagree with him? Explain.

3. Who is Sidney Poitier? What award did the Academy present him Monday night? Remind students that Poitier recently received the Living Legend Award at the 2002 Trumpet Awards. Use the CNN Student News' discussion/activity at http://www.cnn.com/2002/fyi/lesson.plans/02/26/sidney.poitier/index.html to learn more about Sidney Poitier and the Trumpet Awards.

4. Who are Lisa Blount and Ray McKinnon? In what movies had each previously appeared? What is the name of the film which they produced, directed, and starred in? Who else worked on "The Accountant" for free? What award did this film win Monday night? Why do you think the reporter refers to Blount, McKinnon and Goggins as "working class actors"?

5. Share with students the following acceptance speech quote from Halle Berry: "This moment is so much bigger than me. This moment is for Dorothy Dandridge, Lena Horne, Diahann Carroll. It's for every nameless, faceless woman of color who now has a chance because this door tonight has been opened." What do you think Berry means when she says, "the door tonight has been opened"? Provide students with the following background information about the African-American women whom Berry celebrated: Lena Horne was a singer and actress who starred in movies in the 1940s and 1950s; Dorothy Dandridge was the first black woman to be nominated for a Best Actress Academy Award for her role in Carmen Jones in 1955; and Diahann Carroll was nominated for a Best Actress Academy Award for her role in Claudine in 1974. Then, ask: Why do you think Berry references these three women in her acceptance speech? Discuss.

6. Brainstorm with students a list of contemporary African-American actors. Ask: How do you think Halle Berry and Denzel Washington's winning Academy Awards will impact the careers of actors listed on the board? How might actors of other races benefit from the doors opened by Washington and Berry? Discuss.

LINKS:
http://us.imdb.com/Bio?Berry,+Halle
http://us.imdb.com/Bio?Washington,+Denzel
http://www.oscars.org/
http://fyi.cnn.com/2002/SHOWBIZ/Movies/03/25/aa.oscar.night/index.html
http://fyi.cnn.com/2002/SHOWBIZ/Movies/03/25/aa.black.actors.ap/index.html

News Focus: Congo in Crisis

1. What is Christine Betili doing to combat starvation? Where did she get the materials and training she needed to grow food for her family? What is the root of the Democratic Republic of the Congo's starvation problem? Why are farmers reluctant to take their crops to market? According to the video, what percentage of Congolese children under the age of five suffers from malnutrition?

2. What is significant about the arrival of the UN-escorted barges at a port in the Congo? Who initiated this river convoy? What cargo was aboard the barges? Why are the organizers of the convoy interested in "trade, not aid"? What have the warring factions pledged to improve trade for the people of this region? Why do you think the promised free transport of food and supplies is not happening?

3. Assist students in researching the causes and consequences of the war in the Democratic Republic of the Congo. Share students' findings. Discuss the immediate and long-term political, social and economic effects of the war. Besides restricted trade and commerce, how else are the Congolese people suffering as a result of the war? Could the international community play a role in alleviating this suffering? If so, how? If not, why not? Discuss.

LINKS:
http://www.odci.gov/cia/publications/factbook/index.html
http://www.infoplease.com/ipa/A0198161.html
http://www.aah-usa.org/
http://www.peacelink.it/webgate/afrinews/msg00249.html

Chronicle: D.C. Goes West

1. Why did the Grayslake Middle School cancel its annual 8th grade trip to Washington, D.C.? In what alternative activity did the 8th graders take part? What were some of the sites and monuments that the students researched?

2. Do you think field trips are worthwhile? Why or why not? If so, what was the best field trip you ever took? Where might you like to take a field trip? Have the September 11 attacks affected field trip plans at your school? If so, how? Would you feel comfortable going on a long-distance field trip? Discuss.

3. As a class, help students brainstorm a list of cities throughout the world that they would like to visit on a field trip. Have students vote to select one of the cities from the list. Following the example of the 8th graders featured in the CNN Student News segment, have student groups conduct research to recreate different sites and monuments related the chosen city. Then, have groups host tours of their monuments and sites. After students finish giving their tours, ask: If you were to visit the city, what would you most like to see? Why?

LINKS:
http://www.worldatlas.com/geoquiz/thelist.htm
http://www.washington.org/
http://go.hrw.com/atlas/norm_htm/world.htm
http://www.d46.k12.il.us/middleschool/middle.html
http://homepage.mac.com/bethmaule/washington2002/PhotoAlbum5.html

Perspectives: Recession Reality Check

1. What is an economic recession? According to CNN's Brooks Jackson, what luxuries were still in demand throughout the recent U.S. recession? What is the status of the recession? According to the video, how did the recent recession compare to others?

2. What happened to personal income in the U.S. during this recession? Typically, what happens to personal income during a recession? Why do you think this is so? How did the unemployment rate in this recession compare to the rate in the recession of 1982?

3. Inform students that former President George Bush once said, "When your neighbor loses his job, it's a recession. When you lose yours, it's a depression." As a class, analyze what the former president was trying to say. Refer students back to the video, and to CNN's Brooks Jackson's statement regarding the most recent recession: "So the worst is probably over, and, historically speaking, it wasn't all that bad." Ask students: Do you think most of the adults you know would agree or disagree with Jackson? Have students survey adults they know to get their perceptions of the most recent recession. Direct students to have their respondents rate this recession, on a scale of 1 to 5, with 5 being the most severe to themselves and their families. Reconvene the class and have students share their findings. Do students' surveyed responses support the claim that this was a "mild" recession? If not, what accounted for differences between what students saw on the video and experienced in their surveys? Discuss.

LINKS:
http://usgovinfo.about.com/library/weekly/aa092201a.htm?PM=59_0102_T
http://economics.about.com/library/recession/blrecdef.htm?iam=dpile&terms=recession
http://www.nber.org/
http://www.Economagic.com/

Health Report: Binge Drinking

1. What is "binge drinking"? Why is binge drinking dangerouus? What percentage of college students in the U.S. binge drink? Who is Dr. Henry Wechsler? Why does he find this statistic surprising? What measures seem to help decrease binge drinking among college students?

2. Help students brainstorm a list of questions pertaining to the effects of alcohol and alcoholism. To help students generate questions, direct students to consider medical, social and cultural factors, as well as prevention and treatment strategies. Divide the questions among groups of students. Have each group refer to multimedia resources to answer the questions. Have each group present its findings and discuss. Next, have the groups create an in-school poster campaign to educate their peers about alcohol related issues.

LINKS:
http://www.nd.edu/~aldrug/Binge.html
http://cnn.com/HEALTH/9811/23/binge.drinking/index.html

http://www.madd.org/stats/
http://www.edc.org/hec/

Health Report: Kid Fitness

1. What are the health benefits of strength training? How old should you be before you begin strength training? Why is it important that a knowledgeable professional monitor a child's strength training regime?

2. Point out to students that, according to experts, "The goal of youth strength training is not to see which child is the strongest, but rather to improve the musculoskeletal strength of all children while exposing them to a variety of safe and effective training methods that are fun." Refer students to the links below to conduct research on the health benefits and safety issues associated with youth strength training. Then, invite your school's physical education teacher or a sports medicine specialist to your class to demonstrate the proper ways to execute different strength training exercises that are appropriate for your students.

3. Teachers: For more fitness-related information and activities, visit the following Riverdeep.net site: http://www.riverdeep.net/science/biology_gateways/bg_activity_pages/catn.activityi_800012.jhtml?elementId=%2Fscience%2Fbiology_gateways%2Fbg_activity_pages%2Fcatn.activityi_800012.jhtml

4. Teachers: For a CNNstudentnews.com lesson plan on "Changing unhealthy eating habits," go to http://www.cnn.com/2000/fyi/lesson.plans/10/18/unhealthy.teens/index.html.

LINKS:
http://sportsmedicine.about.com/library/weekly/aa060500.htm
http://www.naturalstrength.com/research/youth.html
http://sportsmedicine.about.com/library/weekly/aa122099.htm

Student Bureau: Spring Break

1. According to the video, how many college students go away for spring break each year? When do these students usually begin planning their spring trips? How is this year different? What do travel experts blame for the delayed spring break plans? How could delayed spring break plans impact the market for travel? Why are travel agents still optimistic about this spring break travel season?

2. If your school has a spring break, ask students if they and their families ever travel during this time. Challenge students to come up with ideas for spring break trips. List some of their trip destinations on the board. Then, as a class, prepare an itinerary and budget for one of these trips. Have students consult travel agents and the Internet for information on the costs of travel, lodging, food, and entertainment for one person and for a family of four. Did any of these costs surprise students? Discuss.

LINKS:
http://www.beachresortguide.com/daytonabeachflorida.html
http://www.whitewatertours.com/

EDITOR'S NOTE:
Halle Berry
Denzel Washington
Democratic Republic of the Congo
recession
binge drinking
obesity
spring break
Washington, D.C.

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CNN NEWSROOM Guide

March 27, 2002

CNN Student News is on the air, each weekday from 4:30-5:00 a.m. ET on CNN. All you need to do is set your VCR and call to enroll, once per year. Call 1-800-344-6219 to enroll or to check on your enrollment status.

---------- PROGRAM RUNDOWN ----------

STORY ...SEGMENT...PROGRAM

CNN NEWSROOM OPEN ... 00:10... 00:10

TODAY'S NEWS ... 00:10...00:20

CNN STUDENT NEWS ... 00:10...00:30
Today's top stories

Lead Story: Afghan Quake ... 04:40...05:10
-Thousands are feared dead as a result of an earthquake in Afghanistan.
-Afghans are all too familiar with death.

News Focus: Arab League Summit ... 07:05...12:15
-CNN's Christiane Amanpour examines what "normalization" could mean for the Middle East.
-The city of Beirut has changed since its days as a tourist haven.

Chronicle: Bullying Verdict ... 02:05...14:20
A Canadian teen is convicted of criminal harassment in the death of a schoolmate.

Chronicle: MyRichUncle.com ... 03:15...17:35
An investment company helps college students with financial aid.

Ask CNN ... 01:00...18:35
What comes after "trillions"?

CNN STUDENT NEWS PERSPECTIVES ... 00:10...18:45
Daily Reports, features, and today's CNN Student Bureau story

Perspectives: The Death of Money ... 02:30...21:15
Smart cards may mark the beginning of the end of cash.

Business Report: Web Invasion ... 02:30...23:45
Many advertisers go to extremes to get your attention on the Internet.

Student Bureau ... 03:00...26:45
Four college grads take to the road to learn about business and life.

Where in the World? ... 01:00...27:45
Answer: Lebanon

CNN NEWSROOM CLOSE ... 00:15... 28:00

---------- CNN NEWSROOM STORIES ----------

CNN NEWSROOM OPEN

TODAY'S NEWS

Lead Story: Afghan Quake

1. What Afghan town has been hardest hit by this most recent earthquake? Why has it been difficult for rescuers to reach the survivors? How many people do officials fear could be dead as a result of this earthquake?

2. Why, according to the video, is Afghanistan "more familiar with death than most places"? What is the predominant religion in Afghanistan? Why are only men allowed to attend Muslim funerals? What other aspects of Islamic law dictate Afghan funeral rituals?

3. What percentage of Afghan children die before they are five years old? What are the major causes of death for these children? How has a generation of war psychologically scarred Afghanistan's youngest citizens? How have poverty and crime affected even death in Afghanistan?

4. Refer students to their Earth science textbooks and the Internet to learn more about earthquakes. Pose the following questions to guide their research:
   - Where do earthquakes occur?
   - What directly causes earthquakes?
   - How do earthquakes travel?
   - How is an area's earthquake hazard determined?

   Direct students to create concept maps of earthquakes to illustrate their information. Have students share their findings.

5. For a CNNstudentnews.com story and materials on the Afghan earthquake, please go to: http://fyi.cnn.com/2002/fyi/news/03/26/afghan.quake/index.html.

   Students can research earthquakes using Riverdeep.net's Earthquake Lab and share their research with the class. Go to the link at http://www.riverdeep.net/earthpulse/data/earthquakes/earthquake_teacher.html for tips on how to effectively use the tools in the lab with students.

LINKS:
http://www.cia.gov/cia/publications/factbook/geos/af.html
http://www.cnn.com/2002/WORLD/asiapcf/central/03/26/afghanistan.quake/index.html

News Focus: Arab League Summit

1. Where is the Arab League Summit being held? Whose peace plan are the participants expected to endorse? What does the Saudi plan propose?

2. According to the video, which Middle Eastern leaders were the first to exchange ambassadors and normalize relations with Israel? Which nation was the next to make peace with Israel? What has happened to Israel's relations with its Arab neighbors since then? How has the Palestinian intifada impacted public opinion in Jordan and Egypt today?

3. How has Beirut been preparing for the Arab League Summit? What evidence from the video suggests that the former "playground of the Middle East" is "regaining its luster"? What event destroyed parts of Lebanon and tore its people apart? For how long did this civil war last? To whom did political power shift when the guns fell silent? What hinders Beirut's progress now? What is the Green Line? How does it divide the city, both physically and symbolically?

4. Challenge students to further examine the diplomatic term "normalization." Have them consult the Internet and other resources to learn more about normalization, and instances in the past when diplomatic normalization of relations has been an issue between nations. Discuss how normalization differs from coexistence, and what normalization between Israel and its Arab neighbors could mean for the Middle East.

5. Inform students that Beirut was once called "the Paris of the East." Some have recently referred to Beirut as "the city that wouldn't die." Have students conduct research on Beirut to learn more about its history and survival through Lebanon's fifteen-year civil war. Share student findings. Do students think either of the labels mentioned above is an appropriate one for Beirut? Why or why not?

LINKS:
http://fyi.cnn.com/2002/WORLD/meast/03/26/arab.league/index.html
http://www.arab.net/lebanon/tour/ln_beirut.html
http://www.lebanon.com/construction/beirut/pathstohistory.htm
http://www.dailystar.com.lb/

Chronicle: Bullying Verdict

1. Why does the 16-year old girl in the video face six months in jail? How was she and the other girl who was tried implicated in this case? Why is the girl's conviction on criminal harassment charges significant? At the end of the emotional trial, Dawn Marie Wesley's mother said that she did not want these two girls to blame themselves for her daughter's death. Do you feel the same way, or do you disagree with Dawn Marie's mom? Explain.

LINKS:
http://www.antibullying.net/

Chronicle: MyRichUncle.com

1. What is MyRichUncle.com? How does the program work? Why do students like Marie Gjoni like this program? Why do some financial consultants prefer "old fashioned" financial aid to MyRichUncle? What are the average costs for four years of private and public college education? According to the

Census Bureau, how does earning a Bachelor's Degree boost a worker's earning power over that of a high school graduate?

2. Assist students in learning more about opportunities for student financial aid. Divide the class into four groups, and have each choose to research one of the following: scholarships, grants, work-study programs, loans. Direct each group to contact a local college or university to gather information on specific opportunities for financial aid within its chosen category. Groups may also wish to communicate with counselors and private benefactors and lenders as resources. Have each group make a formal presentation of its findings and discuss the positives and negatives associated with each kind of financial aid.

LINKS:
http://www.myrichuncle.com/
http://www.collegeboard.com/

Perspectives: The Death of Money

1. How did farmers trade livestock before the introduction of money? How has cash improved trade for merchants and consumers? What are smart cards? Why are some experts predicting that smart cards could spell the death of money?

2. According to experts, how long will it take for markets to shift from cash-based to digital? Why do smart card manufacturers state that, one day, consumers will trust smart cards the way they do cash today? What is encryption? How might encryption make smart cards more trustworthy in the eyes of consumers? Why is digital cash a controversial issue for some? How do you feel about money that requires identification? Explain. Would you be willing to give up cash and use a smart card instead? Why or why not? Do you think cash will cease to exist in your lifetime? State your rationale.

3. Initiate a class research project into the history of money. Have students work in groups to examine the economic media of exchange, from salt to coins to debit cards, from prehistoric times to the present. Direct groups to research the benefits and drawbacks of each form of exchange, and share their findings. Assist the class in using its information to create a large timeline of the history of money. Post the timeline in the classroom.

LINKS:
http://egov.gov/smartgov/smart_card.htm
http://ecommerce.about.com/cs/smartcards/index.htm?iam=dpile&terms=smart+card
http://www.x-rates.com/
http://www.oanda.com/

Business Report: Web Invasion

1. What are "pop-up" and "pop-under" Internet ads? How do these kinds of ads differ from "banner" ads? According to the video, what is the most common pop-up ad? What other kinds of Internet ads appear to "take over" the user's computer screen? Why are some companies using these ads?

2. According to Kyle Shannon of Agency.com, why are companies resorting to more invasive Internet advertising? How is technology offering advertisers new ways to promote their products on the Web? Marketing experts say that their job is to capture the attention of consumers. Do the Internet ads you have seen succeed in this regard? Do you think the advertising approaches you have seen on the

Internet are reasonable? Explain. Why do you think the advertising industry refers to their online ads as "innovations"? Do you see them that way? Why or why not?

3. Point out to students that some analysts think that Internet advertisers have gone beyond asking for consumers' attention to "hijacking" it. Do students agree or disagree with this assessment? Ask students to survey different media, including the Internet, television, radio, print media and telephone ads, to determine the extent to which advertising goes beyond just asking for consumers' attention. Have students note or bring in samples of ads they feel go beyond reasonably promoting a product or service. Have students share their samples and explain what they consider the limits of reasonable advertising. Which medium do students feel presents the most invasive advertising? What recourse do consumers have against annoying or invasive ads? Discuss.

LINKS:
http://www.usatoday.com/life/cyber/2001-06-13-popup-ads.htm
http://javascript.about.com/library/gloss/blpopupwindow_def.htm?iam=dpile&terms=annoying+ads

Student Bureau: Roadtrip Nation

1. Why are Nathan, Amanda, Brian and Mike "trading in their diplomas for atlases"? Who do they plan to meet on this trip? Why do the graduates want to talk to these individuals? Why do you think they "get rejected a lot"?

2. What are the graduates doing on this trip that is different from their last one? How are they traveling around the country? Who is Jeff Taylor? What have the graduates learned from him? What have they learned from Chef Charlie Trotter? Why do you think Nathan describes Roadtrip Nation as "a modern-day social movement"?

3. Ask students what they think they could learn from business leaders in their own community. Lead a class brainstorming session to generate a list of questions students could ask successful businesspeople. Then, have each student interview one businessperson to get his/her responses to some of these questions. Share the interviews in class. What knowledge can leaders in the business community share with students to improve their personal lives?

LINKS:
http://www.roadtripnation.com/public/
http://roadtrip.monster.com/

EDITOR'S NOTE:
earthquake
Afghanistan
Beirut
Arab League
normalization
college tuition
smart card
invasive ads

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CNN NEWSROOM Guide

March 28, 2002

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STORY ...SEGMENT...PROGRAM

CNN NEWSROOM OPEN ... 00:10... 00:10

TODAY'S NEWS ... 00:10...00:20

CNN STUDENT NEWS ... 00:10...00:30
Today's top stories

Lead Story: Arab League Summit ... 06:00...06:30
-The Arab League Summit gets off to a rocky start.
-University students in Beirut discuss their expectations for Middle East peace.

In the Headlines ... 02:50...09:20
Arthur Andersen CEO Joseph Berardino resigns.

News Focus: Patricia Harrison ... 04:20...13:40
Patricia Harrison uses education to wage a quiet war against terrorism.

Chronicle: Tech Oscars ... 02:40...16:20
Technical wizards win Oscars for their movie magic.

Space is the Place ... 01:30...17:50
Elementary school students ask questions of astronauts aboard the ISS.

CNN STUDENT NEWS PERSPECTIVES ... 00:10...18:00
Daily Reports, features, and today's CNN Student Bureau story

Perspectives: Bartering ... 03:00...21:00
Bartering is making a comeback in Asia.

Science Report: Concrete House ... 03:05...24:05
Concrete is being used as an alternative home building material.

Student Bureau ... 02:15...26:20
Zoo volunteers share their love of animals with others.

Where in the World? ... 01:00...27:20

Answer: Hong Kong

CNN NEWSROOM CLOSE ... 00:40... 28:00

---------- CNN NEWSROOM STORIES ----------

CNN NEWSROOM OPEN

TODAY'S NEWS

Lead Story: Arab League Summit

1. Summarize the Saudi peace proposal that was offered yesterday at the Arab League Summit. Why did Palestinian delegates leave the summit soon after the plan was introduced? Who is Yasser Arafat? Where was his speech broadcast?

2. How many students attend the American University of Beirut? What were some of the opinions the students in the video expressed regarding their expectations for peace in the Middle East? Do the students think the concept of two nations, Palestinian and Israeli, living side by side is a realistic one? What is a "secular" state? Why do some of the students express a preference for one secular country in the region over two dominated by religious interests? What do the students think of Yasser Arafat's ability to stop the suicide attacks? What is the intifada? Why do you think one student refers to the intifada as an "obligation"?

3. Direct students to the Resources section in the related CNNstudentnews.com story at http://fyi.cnn.com/2002/fyi/news/03/27/arab.summit/ for a map of the Arab League. As a class, identify the members of this league. Have pairs of students select one of the members and research its historical and current political relationship with Israel. After students have presented their findings, ask: Which members of the Arab League might reject or support the Saudi peace proposal? Why? Discuss.

LINKS:
http://www.leagueofarabstates.org/
http://www.israel.org/mfa/home.asp
http://fyi.cnn.com/2002/fyi/news/03/27/beirut.profile/index.html

In the Headlines: Berardino Resigns

1. What service does the Arthur Andersen company provide? How was Arthur Andersen related to the Enron collapse? What federal charge does Andersen now face? What has happened to many of its clients and partners since the indictment was announced?

2. What position did Joseph Berardino hold at Andersen? Why is he resigning? Who is heading the Andersen independent oversight committee? Why has Paul Volcker called for a change in the company's management? What other aspects of the Volcker plan will Arthur Andersen implement?

3. Point out to students that, in announcing his resignation, Joseph Berardino said that he intends to work

to change the accounting profession and some aspects of corporate governance. Have students work in groups to research Enron and Arthur Andersen to learn more about the accounting and corporate governance issues that have arisen as a result of the Enron bankruptcy. (Note: Your students can find a CNNstudentnews.com backgrounder on Enron at http://fyi.cnn.com/2002/fyi/news/01/16/backgrounder.enron/index.html.) Have groups share their findings. Invite an accountant and/or a business executive (officer of a publicly-held corporation) to discuss how the fallout from Enron could affect their business and profession.

EXTENSION: Have students take what they have learned from their research and the guest speakers and write letters to Joseph Berardino, offering their general recommendations for changes in accounting practices and corporate governing.

LINKS:
http://money.cnn.com/2002/03/26/news/companies/berardino/index.htm
http://money.cnn.com/2002/03/27/news/companies/andersen/index.htm

News Focus: Patricia Harrison

1. What title does Patricia Harrison hold? What is her personal mission? Why do she and others believe that the U.S. has not done a good job explaining what Americans are all about? What is she doing to promote American culture to the international community? What is the U.S. government doing to promote understanding between the U.S. and Muslim cultures?

2. In the video, Lori Handrahan of American University says that people are not born with prejudice. She speaks of prejudice as something that is "learned," especially in societies that have a "culture of propaganda." What is propaganda? Can you think of any societies that could be categorized as cultures of propaganda? Explain. How might such a culture nourish prejudice? How might those who are born into these societies be exposed to the positive side of American culture?

3. Remind students that, in the video, we are told that President Bush talks about "the non-negotiable demands of human dignity." Ask students what they think this means. Then, divide the class into small groups. Challenge each group to use this phrase as the basis for a creative expression of American values. Groups may want to compose song lyrics, create paintings or collages, or write scripts for short skits that aim to present American values, like the demand for human dignity, to those who believe only negatives about the U.S.

LINKS:
http://www.state.gov/
http://exchanges.state.gov/
http://exchanges.state.gov/education/harrisonbio.htm

Chronicle: Tech Oscars

1. Who are Mic Rodgers and Matt Sweeney? What is the "Mic Rig"? How do the actors driving the vehicle during a chase scene benefit from the Mic Rig's design? Who is Pete Romano? What is the Remote Aqua Cam? How does the Remote Aqua Cam enhance the art of ocean cinematography in Hollywood productions?

2. Describe some scenes that make moviegoers feel as if the physically impossible is actually happening. What is the most technically impressive scene you have ever seen in a movie? What kinds of

technology do you think made that scene possible? Do you think the Academy of Motion Picture Arts and Sciences is justified in awarding Oscars for technical achievement in moviemaking? Explain.

3. Teachers: For a related CNNstudentnews.com story and educational materials, please go to: http://fyi.cnn.com/2002/fyi/news/03/22/oscar.tech/index.html.

LINKS:
http://www.oscar.com/exclusives/exclusives_home.html

Perspectives: Bartering

1. Who is Moreton Binn? Why is he known as the "Baron of Barter"? Of what company is Binn CEO? Where are his offices located? How has the economic downturn affected his business? Why?

2. What is bartering? How does Binn's bartering system work? How has bartering benefited from the Internet? According to Binn, what will sustain bartering? Why do you think a "human bridge" is important to trade, even in a high tech market?

3. Teachers, please see the CNN Student News Daily Guide from March 13, 2002, for an activity on bartering. Go to: http://turnerlearning.com/newsroom/archive/0302/NR031302g.html.

LINKS:
http://www.chinaonline.com/
http://frugalliving.about.com/cs/barter/index.htm?iam=dpile&terms=barter
http://entrepreneurs.about.com/library/weekly/1998/aa113098.htm?once=true&

Science Report: Concrete House

1. Who is Stephen Miles? Why did he choose to build a house from concrete? What are the advantages and disadvantages of using concrete as a building material for houses? Why are concrete homes considered "environmentally friendly"? How are concrete houses built? Why is it important to "solidify" the design of a concrete house before building it?

2. What is an architect? Invite a local architect to talk to your class about the architecture profession. Ask the speaker to identify the different types of jobs within the profession and the skills and training required to become an architect. Ask the speaker: What questions does an architect consider when designing a house? What environmental and economic factors influence an architect's decision about what building materials to use?

3. Have students brainstorm a list of different materials that are used to build homes. Group students. Have each group select one of the building materials from the list. Direct each group to conduct research to learn about the material. Pose the following questions to guide students' research:
    1. From where is the material obtained?
    2. Is the material manufactured? If so, how?
    3. What is the cost of the material?
    4. What type of maintenance will the material require?
    5. For what climate is the material best suited?
    6. How resistant is the material from fire, hurricanes and tornadoes?
    7. What is the cosmetic look of the material?

    After groups present their findings, ask: Based upon your research and class discussion, which

material do you think is the best for building houses in your community? Explain. If you were building a home would you use concrete? Why or why not?

LINKS:
http://matse1.mse.uiuc.edu/~tw/concrete/glos.html
http://www.auburn.edu/academic/architecture/bsc/classes/bsc314/timeline/timeline.htm
http://www.geckostone.com/comparing.html#evaluating

Student Bureau: Zoo Volunteer

1. How does Sean Cooper spend much of his free time? For how long has Sean been volunteering at the zoo? What is his favorite exhibit there? What tasks are included in his "normal routine"?

2. Why does Sean volunteer at the zoo? What career is he considering? With what award has Sean recently been recognized? In what other programs does Sean participate?

3. Do you do any volunteer work? If so, describe your volunteer experience. What do you get from volunteering? If you don't volunteer, are there any programs to which you would consider giving your time and energy? Explain.

4. Invite your students to explore volunteer opportunities in their area. Have each student gather information about one of these opportunities. Set up a "volunteer fair" during lunch periods at your school, and allow the students who volunteer, as well as those who have gathered information on volunteer opportunities, to set up tables and answer questions from interested students.

LINKS:
http://www.nczoo.org/zoo_volunteer/zoovolunteer.html
http://www.zooregon.org/Volunteer/volunteer.htm
http://jobsearch.about.com/cs/zoojobs/index.htm?iam=dpile&terms=zoo+volunteer

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EDITOR'S NOTE:
Arab League Summit
Yasser Arafat
Arthur Andersen
Joseph Berardino
Patricia Harrison
Oscar
bartering
concrete house

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CNN NEWSROOM Guide

March 29, 2002

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STORY ...SEGMENT...PROGRAM

CNN NEWSROOM OPEN ... 00:10... 00:10

TODAY'S NEWS ... 00:10...00:20

CNN STUDENT NEWS ... 00:10...00:30
Today's top stories

Lead Story: Arab League Summit ... 07:50...08:20
-Arab leaders adopt the Saudi peace plan.
-CNN's Brent Sadler continues his roundtable discussion with students from the American University of Beirut.

News Focus: Patricia Harrison, Part II ... 05:00...13:20
CNN Student News interviews U.S. Asst. Sec'y of State Patricia Harrison.

Chronicle: Beautiful Math ... 03:40...17:00
Meet the professor who checked the math in "A Beautiful Mind."

CNN STUDENT NEWS PERSPECTIVES ... 00:10...17:10
Daily Reports, features, and today's CNN Student Bureau story

Perspectives: Oranges and Money ... 02:30...19:40
Economists hope that Hong Kong's traditions bode well for its financial future.

Week in Review: Arab League Summit ... 04:40...24:20
CNN's Joel Hochmuth reviews the events at this week's Arab League Summit.

Student Bureau ... 02:30...26:50
Lent, observed by Christians around the world, concludes this Easter Sunday.

Where in the World? ... 01:00...27:50
Answer: Kuwait

CNN NEWSROOM CLOSE ... 00:10... 28:00

---------- CNN NEWSROOM STORIES ----------

CNN NEWSROOM OPEN

TODAY'S NEWS

Lead Story: Arab League Summit

1. Whose peace plan was adopted by the Arab League Summit? What are the major points of this plan? What happened yesterday in Israel that has cast doubt on the current cease-fire talks?

2. What do the university students in the video think about the possibility of a U.S. attack on Iraq? How do they think this possibility is playing in the Arab world? How do these Palestinian students respond when asked if they can relate to Israeli students and their problems? Do they think the Israeli students can relate to them? Explain.

3. How do the students respond when Brent Sadler asks if they think peace is achieveable? Why does one young woman answer "no"? What is she talking about when she speaks of the "Zionist ideology"? One young man in the group says that "everyone wants peace, but on their own terms." Use what you have learned about the current situation in the Middle East to support or refute his statement.

4. Divide students into four groups. Assign each group one of the four main terms of the Saudi land-for-peace plan stated in the lead-in to this story. Direct each group to determine how the assigned condition might impact both members of the Arab League and Israel. After students have shared their findings, ask: What are benefits and drawbacks of this proposal to both Arab nations and Israel? Explain.

5. Teachers: For a related CNNstudentnews.com story and educational materials, please see http://www.cnn.com/2002/WORLD/meast/03/28/arab.initiative.text/index.html.

   For a CNNstudentnews.com Backgrounder on the Middle East, please go to: http://fyi.cnn.com/fyi/interactive/0108/mideast/index.html.

LINKS:
http://www.us-israel.org/jsource/zion.html
http://www.mideastweb.org/biblio.htm
http://www.washingtonpost.com/wp-dyn/world/issues/mideastpeace/
http://www.guardian.co.uk/israel/0,2759,377264,00.html

News Focus: Patricia Harrison, Part II

1. Who is Patricia Harrison? According to Secretary Harrison, what is cultural diplomacy and why is it important? What kinds of projects has the U.S. State Department initiated since September 11 that promote cultural diplomacy?

2. How has Ms. Harrison's office become more relevant since September 11? According to Harrison,

what happens when there is no public diplomacy? What message does she have for young people who think there is nothing they can do to promote cultural diplomacy?

3. Point out that, in the video, Secretary Harrison says, "Sometimes, it's just through the movies that people get an impression about the United States and don't really know who we are as a people." Ask students to brainstorm a list of recent blockbuster American movies that have probably been shown around the world. Ask students to review the list and discuss what kind of impression each of these movies might give a person about American culture. Are all of these impressions accurate ones? If not, how would students counter them among young people who may have no other exposure to American culture?

4. Secretary of State Colin Powell has said, "As we fight terrorism, we must also look for partnership opportunities to increase peace, prosperity and democracy." Challenge students to devise strategies for implementing the secretary of state's idea. Divide the class into small groups. Have each group choose one country and conduct research into its political and economic climate. Then, have the group create a plan to "increase peace, prosperity and democracy" through a partnership with the U.S. Have each group present its plan. After all the presentations, discuss how these partnership opportunities could also present countries with a more positive view of American culture and values.

LINKS:
http://www.state.gov/
http://exchanges.state.gov/
http://exchanges.state.gov/education/harrisonbio.htm

Chronicle: Beautiful Math

1. Who is Dave Bayer? What did Bayer experience when he first did trigonometry? How does he view mathematics as an "art form"?

2. Why does Bayer compare a computer to a "silicon petri dish"? What does he hope computers can help his generation of mathematicians to do? What do you think Bayer means when he says that mathematics "shapes our identity as a people"?

3. Remind students that Dave Bayer tells us that "Good mathematicians share three qualities: dedication, passion and optimism." Challenge each student to select a mathematician and research his/her life and career accomplishments. Have students present their mathematician profiles and explain how dedication, passion and optimism contributed to their success.

LINKS:
http://www.siue.edu/~dcollin/mathfame.html
http://www.agnesscott.edu/lriddle/women/women.htm
http://library.thinkquest.org/11750/
http://stats.bls.gov/oco/ocos043.htm

Perspectives: Oranges and Money

1. Explain the "orange tradition" carried out by some locals in Hong Kong. How does the rise and fall of the orange mirror what has happened to Hong Kong's stock market? What are experts predicting for Hong Kong's economic future? How does the name of this Chinese New Year underscore that prediction?

2. Many people in the U.S. believe that if they see a penny "heads up," and they pick it up, they will have good luck all day. Does your family or culture have any unique traditions or superstitions associated with good fortune? If so, share these with the class. Why do you think monetary traditions and superstitions survive the generations?

3. Many industrialized nations measure their economic health by monitoring their stock markets. Point out to students that, in Hong Kong, the most watched index is the Hang Seng. Send students on an Internet scavenger hunt to find the names and recent performances of other world markets, and share their findings. Discuss the political and economic factors that influence these markets.

LINKS:
http://www.site-by-site.com/asia/hkg/astock.htm
http://news.asiaco.com/world/hongkong/
http://money.cnn.com/markets/world_markets.html
http://www.internationalist.com/SERVICE/Stocks.html

Week in Review: Arab League Summit

1. Which Arab leaders were noticeably absent from the Arab League Summit? What nation was represented by Crown Prince Abdullah? To whom did he present his "land-for-peace" proposal? What events in Israel threatened to derail the summit and the cease-fire talks? What is Hamas? Why has the Palestinian Authority tried to distance itself from this organization?

2. How was the Saudi plan for peace received by the summit delegates? Why is this approval significant in the Arab world? How has Israel responded to the peace proposal? Explain. What announcement, made yesterday by Yasser Arafat, could be a positive step towards peace in the region?

3. Direct students to the different global news resources, including the Web sites below and other multimedia sources, to investigate the news coverage that the Arab League Summit has received. Have them determine any additional information as well as the different perspectives that each news source has presented and analyze the reasons for the differences in coverage and commentary. Lead a class discussion on the role of the news media in delineating and constructing the news.

LINKS:
http://www.al-bab.com/arab/docs/league.htm
http://canada.com/news/story.asp?id={C3033C2C-5B85-4751-B503-7C11E9969A7E}
http://www.bbc.co.uk/radio4/today/reports/international/arableaguesummit.shtml
http://www.guardian.co.uk/israel/Story/0,2763,675435,00.html
http://www.washingtonpost.com/wp-dyn/world/issues/mideastpeace/

Student Bureau: Lent

1. What is Lent? How long does it last? Why does it last for 40 days? Who observes this spiritual season?

2. Why do many Christians "give up" something for Lent? What food do Catholics abstain from on Fridays during Lent? What does Lent mean to the young Christians seen in the video?

3. Members of many world religions practice elements of sacrifice and perform acts of mercy or charity

during holy days or seasons. Ask students to locate examples of these practices and the religions that use them, and share these with the class. Ask: What is the spiritual purpose of sacrifice? Why do these religions promote acts of mercy or charity? Point out that these elements are common among many of the world's great religions, underscoring their similarities over their differences.

LINKS:
http://www.americancatholic.org/features/lent/ssle2002.asp?date=02/13/2002
http://www.spirituality.org/issue08/8page07.html
http://www.cin.org/users/james/files/lent.htm

EDITOR'S NOTE:
Arab League Summit
Patricia Harrison
cultural diplomacy
Dave Bayer
mathematics
Crown Prince Abdullah
Lent
Christian

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